

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

National Resource Centers and Foreign Language and Area Studies Fellowships

CFDA # 84.015A

PR/Award # P015A180037

Grants.gov Tracking#: GRANT12658700

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180037

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☐ Application
☒ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

06/21/2018

4. Applicant Identifier:

NA

5a. Federal Entity Identifier:

NA

5b. Federal Award Identifier:

GRANT12657181

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

The Ohio State University

* b. Employer/Taxpayer Identification Number (EIN/TIN):

1-316025986-A1

* c. Organizational DUNS:

832127323

d. Address:

* Street1:

1960 Kenny Road

Street2:

* City:

Columbus

County/Parish:

Franklin

* State:

OH: Ohio

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

43210-1016

e. Organizational Unit:

Department Name:

East Asian Studies Center

Division Name:

Office of International Affair

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

* First Name:

Todd

Middle Name:

* Last Name:

Eckert

Suffix:

Title: Sponsored Program Officer

Organizational Affiliation:

The Ohio State University

* Telephone Number:

614-292-4510

Fax Number:

* Email:

eckert.120@osu.edu

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Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015

CFDA Title:

National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr

* 12. Funding Opportunity Number:

ED-GRANTS-052518-001

* Title:

Office of Postsecondary Education (OPE):National Resource Centers Program CFDA Number 84.015A

13. Competition Identification Number:

84-015A2018-1

Title:

National Resource Centers and Foreign Language and Area Studies Fellowships 84.015A and 84.015B

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

The Ohio State University East Asian Studies Center Proposal for Comprehensive National Resource Center and Foreign Language and Area Studies Fellowships

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="616,500.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="616,500.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☒ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

The Ohio State University

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	116,941.00	124,405.00	122,931.00	125,519.00		489,796.00
2. Fringe Benefits	35,019.00	37,376.00	37,099.00	37,916.00		147,410.00
3. Travel	11,140.00	4,000.00	7,970.00	7,565.00		30,675.00
4. Equipment						
5. Supplies	13,000.00	12,819.00	13,000.00	13,000.00		51,819.00
6. Contractual	0.00	0.00	0.00	0.00		0.00
7. Construction						
8. Other	73,900.00	71,400.00	69,000.00	66,000.00		280,300.00
9. Total Direct Costs (lines 1-8)	250,000.00	250,000.00	250,000.00	250,000.00		1,000,000.00
10. Indirect Costs*	20,000.00	20,000.00	20,000.00	20,000.00		80,000.00
11. Training Stipends	346,500.00	346,500.00	346,500.00	346,500.00		1,386,000.00
12. Total Costs (lines 9-11)	616,500.00	616,500.00	616,500.00	616,500.00		2,466,000.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2016 To: 06/30/2020 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): DHHS

The Indirect Cost Rate is 56.00 %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☒ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00 %.

PR/Award # P015A180037

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
The Ohio State University		

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Prescribed by OMB Circular A-102

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9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Kari Uhl	Assistant Director
APPLICANT ORGANIZATION	DATE SUBMITTED
The Ohio State University	06/21/2018

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

4040-0013

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name <input style="width: 350px;" type="text" value="The Ohio State University"/> * Street 1 <input style="width: 330px;" type="text" value="1960 Kenny Road"/> Street 2 <input style="width: 330px;" type="text"/> * City <input style="width: 180px;" type="text" value="Columbus"/> State <input style="width: 200px;" type="text" value="OH: Ohio"/> Zip <input style="width: 80px;" type="text" value="43210"/> Congressional District, if known: <input style="width: 180px;" type="text" value="OH-003"/>		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: <div style="height: 100px;"></div>		
6. * Federal Department/Agency: <input style="width: 380px;" type="text" value="Department of Education"/>	7. * Federal Program Name/Description: <input style="width: 380px;" type="text" value="National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr"/> CFDA Number, if applicable: <input style="width: 100px;" type="text" value="84.015"/>	
8. Federal Action Number, if known: <input style="width: 380px;" type="text"/>	9. Award Amount, if known: \$ <input style="width: 150px;" type="text"/>	
10. a. Name and Address of Lobbying Registrant: Prefix <input style="width: 60px;" type="text"/> * First Name <input style="width: 180px;" type="text" value="N/A"/> Middle Name <input style="width: 150px;" type="text"/> * Last Name <input style="width: 330px;" type="text" value="N/A"/> Suffix <input style="width: 80px;" type="text"/> * Street 1 <input style="width: 330px;" type="text" value="N/A"/> Street 2 <input style="width: 330px;" type="text"/> * City <input style="width: 180px;" type="text" value="N/A"/> State <input style="width: 200px;" type="text"/> Zip <input style="width: 80px;" type="text"/>		
b. Individual Performing Services (including address if different from No. 10a) Prefix <input style="width: 60px;" type="text"/> * First Name <input style="width: 180px;" type="text" value="N/A"/> Middle Name <input style="width: 150px;" type="text"/> * Last Name <input style="width: 330px;" type="text" value="N/A"/> Suffix <input style="width: 80px;" type="text"/> * Street 1 <input style="width: 330px;" type="text"/> Street 2 <input style="width: 330px;" type="text"/> * City <input style="width: 180px;" type="text"/> State <input style="width: 200px;" type="text"/> Zip <input style="width: 80px;" type="text"/>		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: <input style="width: 200px;" type="text" value="Kari Uhl"/> * Name: Prefix <input style="width: 60px;" type="text"/> * First Name <input style="width: 180px;" type="text" value="Kari"/> Middle Name <input style="width: 150px;" type="text"/> * Last Name <input style="width: 330px;" type="text" value="Uhl"/> Suffix <input style="width: 80px;" type="text"/> Title: <input style="width: 250px;" type="text" value="Assistant Director"/> Telephone No.: <input style="width: 120px;" type="text" value="614-292-6435"/> Date: <input style="width: 120px;" type="text" value="06/21/2018"/>		
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NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

3_GEPA_Statement1037704967.pdf

Add Attachment

Delete Attachment

View Attachment

GEPA STATEMENT: Compliance with Section 427 of General Education Provisions Act

In accordance with Section 427 of US/ED's General Education Provisions Act (GEPA), OSU and EASC prohibit discrimination against any individual on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, sexual orientation, protected veteran status, or any other bases under the law, in its activities, programs, admission, and employment. The university is committed to equal opportunity, affirmative action, and eliminating discrimination, both as a moral imperative consistent with an intellectual community that celebrates individual differences and diversity, as well as a matter of law.

In 2015, President Michael Drake, OSU's first African American president, launched the "2020 Vision" with a prominent goal of "inclusive excellence." OSU is developing university-wide training for search committees, and has also entered into an innovative partnership with Opportunities for Ohioans with Disabilities to recruit and retain individuals with disabilities. Faculty and staff positions are advertised in professional journals and print media reaching members of traditionally underrepresented groups. EASC has an affirmative action advocate on each of its search/selection committees to guarantee that applicants from traditionally underrepresented groups will be considered. As a result of these hiring initiatives and the work of such units as the President and Provost's Council on Women, women now make up 37.4% of university leadership, 63.3% of executive staff, and 40.62% of faculty. African Americans are currently represented in the top tier of university leadership, including the roles of President, two vice presidents, and the assistant vice provost leading the Office of International Affairs. Among EASC faculty and teaching staff, 37% are women and 51% are Asian Americans or Asians.

University-wide, strategic efforts are underway to ensure equal education access to underrepresented student groups. For example, the Office of Diversity and Inclusion is undertaking various initiatives aimed at the recruitment, retention, and success of underrepresented students, while the Bell National Resource Center on the African American Male seeks to address the disparity in graduation rates for African-American males, and the Multicultural Center creates a sense of community for diverse groups. For students with visual disabilities, hearing impairments, mobility issues, learning disabilities, attention deficit disorder, psychiatric disabilities, and medical disabilities, the Office for Disability Services partner with students, faculty, and staff to design accessible environments and provide academic accommodations and support services to create an accessible educational experience. Additionally, all OSU buildings and facilities are compliant with the Americans with Disabilities Act (ADA), and OSU's and EASC's websites meet all ADA requirements.

Access to OSU's East Asian language courses is reflected in significant underrepresented minority enrollment—10.99% of 2016-17 enrollees were African American, Hispanic/Latino, or American Indian. Similarly, our 2014-17 FLAS awards indicate strong non-heritage minority participation (17% minority students) and near-gender parity (52% men; 48% women). Minority student participation in East Asian study abroad programs is strong: 11.1% African American, Hispanic/Latino, and American Indian students. EASC conducts outreach to underrepresented groups to ensure access and encourage enrollment in OSU's programs. For example, EASC guest lecturers, faculty, and staff visit community colleges and historically black colleges and universities, as well as military bases, to share information on East Asian topics, graduate programs, and career opportunities. EASC also presents to minority K-12 students on campus and in our partner schools to promote college attendance, study abroad, and foreign language learning.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

The Ohio State University

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Middle Name:
* Last Name: Suffix:
* Title:

* SIGNATURE:

* DATE:

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 09/30/2020

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Dr .	Etsuyo		Yuasa	

Address:

Street1:	2009 Millikin Road
Street2:	140 Enarson Classroom Building
City:	Columbus
County:	Franklin
State:	OH: Ohio
Zip Code:	43210-1016
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
614-688-4253	

Email Address:

yuasa.1@osu.edu

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☒ No ☐ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

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Abstract

The Ohio State University (OSU), one of the largest land-grant institutions in the US, is seriously committed to providing affordable and equitable quality instruction of East Asian (EA) languages and area studies as well as to promoting EA studies in Ohio and the nation (over \$10 million institutional commitment annually, an increase of over 4.5% since 2012-13). Presently, OSU's East Asian Studies Center (EASC) and its constituent units, the Institute for Chinese Studies, the Institute for Japanese Studies, and the Institute for Korean Studies, are led by 4 faculty directors and 4 staff members who advance EA studies, disseminate knowledge widely, and collaborate closely with OSU's 71 EA faculty and teaching staff, other EA-related units on campus, such as the Department of East Asian Languages and Literatures (DEALL), the National East Asian Language Resource Center, the China Gateway, and various other partners on campus and beyond with which we have strategically developed partnerships over the years.

During the next cycle, EASC plans to embark on the following carefully developed comprehensive Title VI projects. (1) To expand access to quality EA knowledge and instruction to underrepresented groups, EASC will host annual Columbus State Community College (CSCC)-OSU "When East Meets West" conferences for CSCC's College Credit Plus (CSCC's humanities curriculum), create EA learning modules for CSCC classes, such as History of Medicine, send EASC faculty to Lakeland Community College and other small colleges with underrepresented groups in EA studies, and continue faculty exchanges with Spelman College (HBCU). (2) To increase training capacity of K-12 teachers, faculty, and graduate students, EASC will host annual week-long Intensive Global Teacher Seminars, Chinese and Japanese language pedagogy workshops, annual week-long EA studies teacher seminars, K-12 Global Fellowship Program, and postsecondary EA training workshops. To effectively integrate EA dimensions into the K-12 curriculum, EASC will work with OSU's College of Education on the aforementioned Intensive Global Teacher Seminars and Chinese language pedagogy workshops. (3) To strengthen advanced-level and least-commonly-taught EA language instruction, we propose to seed a Professional Japanese Interpretation course and Level 5 Korean courses as well as to continue to offer Levels 1 and 2 Uzbek to the students of OSU and the University of Michigan. (4) To respond to the changing landscape of EA studies, EASC will seed 6 new area studies courses with Engineering, Geography, History of Art, History, and International Studies. We will also continue to offer Korean area studies courses to members of the Big Ten Academic Alliance. (5) To advance, promote, and disseminate knowledge and expertise of EA studies, EASC will host a series of EA studies conferences, lectures, and film and performing arts events with EASC faculty. (6) Finally, to develop a globally-engaged society and to increase national economic competitiveness, EASC will host the Global Scholar Diploma program for 900+ K-12 students, EA Business Seminars for local business leaders, EA-focused professionalization events for students with representatives from government, education, business, and non-profit sectors, and EA culture workshops for non-EA experts. Our projects address NRC Competitive Preference Priorities 1 and 2 and FLAS Competitive Preference Priorities 1 and 2. They are indicated in A.1.a, A.1.b, J.1.f, K.1.a, K.1.b, and K.2.a/K.2.b in the Narrative.

OSU demonstrates its capability for and continued commitment to strong performance during the next cycle. First, OSU has 71 EA specialists (59 full-time faculty and 12 instructional staff) and offers 98 EA language and 377 EA area studies courses with enrollment of over 12,000 annually. Of the 71 EA specialists, 4 EASC faculty members head departments, 7 are OSU center/institute directors, and many of them have joint appointments in multiple departments and play major roles in interdisciplinary units on campus. Therefore, EA studies has

a strong presence on the OSU campus. Notably, EA faculty members are fully engaged in EASC activities: 100% of all EASC on-campus conferences/lectures and 80% of EASC outreach events are led by EA faculty. Second, EA programs are equally robust. For example, EASC's Interdisciplinary East Asian Studies MA program has the most rigorous requirements among comparable programs at other Title VI institutions and has placed students in government, nonprofit, business, and education sectors. DEALL is one of the largest departments of its kind and offers undergraduate and graduate degrees, including MA and PhD concentrations in EA language pedagogy and a nationally unique all-Chinese MA in Advanced Chinese Language and Culture. In 2014-17, the enrollment of DEALL's Chinese, Japanese, and Korean language courses was 5,286. These students are diverse and competitive: 10.99% of students are African American, Hispanic/Latino, or American Indian (higher than the 9.51% representation at the institutional level); over 30% of them are from Science, Technology, Engineering, and Mathematics (STEM) fields; and about 25% of them are studying these languages at the advanced level. Because of its exceptional curriculum and training, 100% of recent DEALL PhD graduates gained positions in higher education institutions and 67% of them in tenure-track positions as their first jobs. A strong emerging feature of EA studies at OSU is that in conjunction with OSU's internationalization strategies, our professional schools (e.g., Business; Food, Agricultural, and Environmental Sciences; and Public Health) are aggressively broadening international course offerings (30% increase since 2012-13). All in all, OSU's training capacity in EA studies is substantial and comprehensive: Across the campus in 2014-17, OSU graduated 213 students with Chinese/Japanese/Korean undergraduate and graduate degrees, 26 students with Undergraduate International Studies Program EA undergraduate and IEAS MA graduate degrees, and 1,719 students with a BA/MA/PhD degree having taken at least 4 or more EA-related courses. During the same period, 730 students participated in EA study abroad programs to China, Japan, Korea, Hong Kong, and Taiwan (the numbers steadily growing from 240 in 2014-15 to 260 in 2016-17, 8.5% increase). We are confident that OSU will continue to train students rigorously and to develop a national capacity in EA languages and area studies.

In the State of Ohio, EA is a significant part of our community members' lives. For example, Japan is the top foreign investor (e.g., 484 Japanese-owned facilities in Ohio, creating 77,000+ jobs), and over 10,000 K-12 students currently study Chinese. At the same time, there is serious knowledge inequity throughout the state and the region. Thus, OSU recognizes its responsibility to share expertise widely and contribute to society. With our partners, EASC has worked on various outreach programs. In 2014-17, EASC trained or shared teaching materials with 3,973 K-12 teachers and reached out to 3,741 K-12 students. At the postsecondary level, 260 academic events on topics ranging from Cantonese linguistics, Japanese manga, and classical Korean literature to Jews in China, water security, and US-Asia relations generated an audience of over 20,748. Similarly, over 220,760 members of the general public attended our EA-focused events, such as culture workshops, film screenings, performances, and festivals. To develop meaningful EA outreach projects, EASC puts lots of care into building working relationships with our non-OSU partners, such as Columbus State Community College, Spelman College (HBCU), and state-wide teacher organizations. We meet with them many times, examine local contexts, and develop projects that address the needs of all stakeholders. Our partners understand our mission and are fully committed to working with us. Therefore, EASC will continue to promote EA studies with the students and faculty of OSU and other schools to foster a culture of global engagement among K-16 students, EA scholars, teachers, businesses, and community members in keeping with the NRC mission.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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CRITERION A: PROGRAM PLANNING AND BUDGET

A.1. HIGH QUALITY NRC ACTIVITIES: The Ohio State University (OSU), one of the largest land-grant institutions in the US, is seriously committed to providing affordable and equitable quality instruction of East Asian (EA) languages and area studies as well as to promoting EA studies in Ohio and the nation. Presently, OSU's East Asian Studies Center (EASC) and its constituent units, the Institute for Chinese Studies (ICS), the Institute for Japanese Studies (IJS), and the Institute for Korean Studies (IKS), spearhead the advancement of EA studies, disseminate knowledge widely, and collaborate with each of OSU's 71 EASC faculty and teaching staff, other EA-related units on campus, such as the Department of East Asian Languages & Literatures (DEALL), the National East Asian Language Resource Center (NEALRC), and the China Gateway, and various partners with which we have strategically developed partnerships over the years. Therefore, EASC is in an excellent position to embark on the following carefully developed Title VI projects to promote EA studies and to address the mission of the Title VI program.

Throughout the proposal, we provide data to qualify and quantify our capacity to promote EA studies. Since data for 2017-2018 are incomplete as of June 2018, single-year data are provided from 2016-2017, and multiple-year data from 2014-2015/2015-2016/2016-2017.

A.1.a. COLLABORATIVE ACTIVITIES WITH COMMUNITY COLLEGES AND MSIs (COMPETITIVE [COMP] PRIORITY 1): EASC recognizes that institutions like OSU have a responsibility to share expertise widely. Therefore, EASC will work with community colleges and minority-serving institutions (MSIs) on the following 4 projects. First, OSU has an institution-wide collaboration with Columbus State Community College (CSCC), featuring the Preferred Pathway Program, in which qualified students from CSCC go through a set of pre-major tracks that guarantee access to an OSU baccalaureate degree. Since 2014, EASC has worked closely with Prof. Jennifer Nardone at CSCC to host the CSCC-OSU Collaborative Speaker Series and to develop teaching materials for their curriculum. Building on our strong partnership, we propose to (1) host **CSCC-OSU annual "When East Meets West" conferences**, which bring EA scholars to CSCC to present and discuss connections between the traditional

Western Civilization narrative and East Asian history and culture, as part of CSCC's College Credit Plus program (CSCC's humanities curriculum); and (2) create **EA learning modules** for CSCC classes, such as History of Medicine (see XII: Letter of Support from Prof. Nardone). To share OSU's EA expertise with other community colleges and MSIs, EASC will (3) send EASC faculty to Lakeland Community College and smaller colleges in Ohio, especially in the Appalachian region with a significant number of underrepresented groups in EA studies, to give lectures ("**OSU Speaker Bureau**"); and (4) continue **faculty exchanges with Spelman College (Historically Black College and University [HBCU])**. In 2014-17, EASC developed a flourishing faculty exchange program with Prof. Tinaz Pavri, Director of the Asian Studies Program at Spelman, sending 5 EASC faculty and receiving 2 Spelman faculty. We will continue the exchange to improve research and instruction of EA studies (see XII: Letter of Support from Prof. Pavri).

A.1.b. TEACHER TRAINING / COLLABORATIVE ACTIVITIES WITH COLLEGE OF EDUCATION (COMP PRIORITY 2 / ABSOLUTE [ABS] PRIORITY 2): Increasing the training capacity of K-12 teachers, faculty, and graduate students has been one of EASC's top priorities (see I.1.a). For the next cycle, we propose 6 teacher training programs. Working closely with the renowned faculty of OSU's College of Education & Human Ecology (EHE), EASC will host (1) **annual week-long Intensive Global Teacher Seminars** for in-service teachers, which align with the National Council for the Social Studies standards (with other Area Studies Centers [ASCs], see XII: Letter of Support from Prof. Tami Augustine, EHE faculty); and (2) **Chinese language pedagogy workshops** on American Council on the Teaching of Foreign Languages (ACTFL)-endorsed Core Practices for Chinese pre- and in-service language teachers (with the Ohio Association of Teachers of Chinese [OATC]). Currently, over 10,000 K-12 students study Chinese throughout Ohio. Our efforts targeting Chinese teachers will address the demand for qualified Chinese teachers statewide. In addition to these collaborations with EHE, we will independently organize (3) **annual week-long EA studies teacher seminars** for K-12 teachers to help them incorporate EA history and cultures into their curricula

(with University of Pittsburgh); (4) **K-12 Global Fellowship Program**, in which K-12 teachers attend up to five one-day workshops throughout the academic year to discuss contemporary issues from a global perspective (with other ASCs); (5) **annual Japanese language pedagogy workshops** for K-16 Japanese teachers (with the Ohio Association of Teachers of Japanese [OATJ]); and (6) **postsecondary EA training workshops** on digital humanities, literary translation, classical Japanese, and pedagogy of literature for Ohio faculty and graduate students.

A.1.c. EA LANGUAGE INSTRUCTION (ABS PRIORITY 1): OSU has one of the most comprehensive EA language programs in the country (see G.1. and G.2.). Drawing on our strength in advanced-language and least-commonly-taught language instruction, EASC proposes 4 projects. (1) As Japan is the top foreign investor in Ohio (484 Japanese-owned facilities in Ohio, creating 77,000+ jobs), EASC will develop a **professional Japanese interpretation course** to meet the strong demand for a workforce proficient in Japanese. (2) To respond to the growing demand for advanced-level Korean language instruction, EASC will seed new **Level 5 Korean** courses. (3) With OSU's Department of Near Eastern Languages and Cultures (NELC) and other ASCs, EASC will offer **Levels 1 and 2 Uzbek**, both at OSU and via videoconference to the University of Michigan, to complement our "One Belt One Road" project led by Profs. Morgan Liu and Scott Levi. (4) EASC will work with the Indiana University Summer Language Workshop (IUSLW) and the Central Eurasian Studies Summer Institute (CESSI) to support **critical least-commonly-taught language instruction** in the Midwest.

A.1.d. EA AREA STUDIES INSTRUCTION: To respond to the changing landscape of EA studies, EASC proposes to seed **6 new courses**: "Space Programs, Policy, and Commerce across East Asia," "Geography of China," "Art and Film in Postwar Japan," "The Korean War," "(Mis) Representations of Asia: Representing 'East' and 'West' in Popular Culture," and "Race and Ethnicity in Modern East Asia." Our partner departments all agreed to co-sponsor these courses and to institutionalize them once they have been successfully seeded. As a leading institution of Korean studies in the Midwest, OSU shares Korean area studies courses with members of the Big Ten Academic Alliance (academic consortium of the 14 institutions in the Big Ten Confer-

ence) (**Korean eSchool**, see C.1.c). We will continue the program and plan, for example, to offer “Making Places in Seoul” to University of Michigan and Indiana University in 2018-19.

A.1.e. EA STUDIES PROMOTION (ABS PRIORITY 1): To promote EA studies, EASC will create national and international synergy among EA studies scholars through the following 4 academic projects. (1) EASC will host a series of **EA studies conferences** with EASC faculty on such topics as global transformation, EA History of Art, and Cantonese linguistics. (2) ICS, IJS, and IKS will organize **lecture series** and invite scholars of EA studies in a variety of fields to promote dialogue and foster scholarship. As described in VIII: Diverse Perspectives and Wide Range of Views in Funded Activities, EASC’s conferences and lectures will be interdisciplinary and/or transnational in nature, include minority perspectives (e.g., ethnic minorities), and address both US and East Asian perspectives on regional security and current affairs. (3) Working with the EASC faculty in film and performance studies, such as Profs. Kirk Denton and Shelley Quinn, EASC will organize **film and performing arts series** to host screenings of critically-acclaimed films and support performing arts events. (4) Many critical academic inquiries require collaboration among area studies scholars across national boundaries. To encourage area studies faculty to develop ideas for interdisciplinary conferences on global issues, EASC and ASCs at OSU will launch a new **ASC conference grant program**.

A.1.f. GLOBALLY-ENGAGED SOCIETY (ABS PRIORITY 1): Because of EASC’s continuous outreach efforts, the strong presence of Japanese companies in Ohio, and a large number of students from China at OSU and K-12 students learning Chinese in Ohio, EA is a significant part of our community members’ lives. To continue the momentum of our strong connections with our community and to build a globally-engaged society, we propose the following 5 projects. (1) To help K-12 students become future global citizens, EASC will work with a local non-profit organization, Columbus Council on World Affairs (CCWA), to provide global fluency training to 900 K-12 students in 20 Ohio school districts (**Global Scholar Diploma**). (2) To help business leaders navigate the global market, EASC will work with faculty at the Business School and host annual **EA Business Seminars** in Downtown Columbus. (3) To encourage students to

pursue careers in areas of national need and to use their expertise to make society more globally engaged, EASC will organize **EA-focused professionalization events** with representatives from government, education, business, and non-profit sectors. (4) To inform a general audience on current EA events in historical perspective, we will support EA-focused articles and podcasts in OSU History Department's **online magazine *Origins*** (70,000 readers/month). (5) Finally, EASC will host **EA culture workshops** to raise awareness and provide training on EA cultures to non-EA experts, similar to the EA name pronunciation workshops that EASC led with graduate students of EA language pedagogy for such units as the Department of Engineering Education and the Office of Student Life in 2016-17.

A.2. DEVELOPMENT PLAN / EFFECTIVE USE OF RESOURCES: EASC developed a specific timeline for our projects for the next 4 years, which is indicated in our budget (see II: NRC Budget). **Careful planning:** When EASC develops projects, we carefully consider impact and feasibility, and proceed with clear action plans. For example, EASC solicited course and conference proposals from faculty in Autumn 2017 and screened them based on merit, goals, and execution plans. In Spring 2018, EASC held two town hall meetings and numerous individual meetings with faculty and partners to go over our projects. Therefore, if EASC is awarded Title VI funding, we are prepared to move forward according to our plans. **Strong partnerships:** We have identified our partners for each project, and they are ready to work with us. For example, the EHE faculty, Profs. Tami Augustine and Youngjoo Yi, understand the Title VI mission and are fully committed to work with K-12 teachers. EASC puts care into building working relationships with our non-OSU partners, such as CSCC, Spelman College, OATJ, OATC, and CCWA. We have met with them many times, examined local contexts, and developed projects that address the needs of all stakeholders. Therefore, EASC and our partners will work together effectively to complete our projects in a timely manner, as we always have.

To enhance the effective use of our resources and maximize the impact of Title VI funding, EASC aligned many of the proposed projects with larger initiatives. For example, the development of the professional Japanese interpretation course will be a major component of an

interpretation graduate certificate that DEALL and the Center for Languages, Literatures, and Cultures (CLLC) will launch in 2019-20. Level 5 Korean will be part of OSU's new Korean MA program. We also leverage Title VI funding with significant resources from other sources: (1) OSU's Graduate School has generously agreed to provide tuition awards to augment our FLAS fellowships (see XII: Letter of Support from Dean Scott Herness). (2) Similarly, OSU Libraries (OSUL) committed to match the requested Title VI funding for acquisitions. (3) EASC will offer Uzbek and Korean area studies courses via videoconference to members of the Big Ten Academic Alliance. Because OSU institutionally supports state-of-the-art videoconferencing facilities, these courses will reach a wider body of students without additional funding for technology.

A.3. REASONABLE COST OF ACTIVITIES: EASC has carefully reviewed each budget item for the next cycle. We are confident that the planned activities are reasonable, justifiable, and cost-effective under the terms of the NRC and FLAS grants. To make the cost of our planned activities reasonable, we will adopt the following strategies: (1) OSU will intensify collaborations with OSU ASCs and other NRCs to co-host Global Teacher Seminars, K-12 Global Fellowship Programs, Uzbek courses, and the ASC conference grant program to economize our resources and maximize impact. (2) EASC will team up with CCWA to host the Global Scholar Diploma program events and EA Business Seminars in Downtown Columbus. Combining CCWA's resources/network with K-12 schools and the business community with EASC's EA expertise, we will lower the cost of our projects and make a strong impact together. (3) University of Pittsburgh will provide partial logistical support and funding from the Freeman Foundation to host EA studies teacher seminars with us on the OSU campus. (4) Prof. Jennifer Nardone secured a financial commitment from CSCC to co-sponsor the annual CSCC-OSU "When East Meets West" conferences. (5) Finally, we will continue to pursue co-sponsorship for our programs. (64% of the 234 EASC events held on the OSU campus during 2014-17 were co-sponsored with other units on campus [see D.1., p. 24].)

A.4. LONG-TERM IMPACT: EASC's activities for 2018-22 will have a lasting impact on the constituencies served. A summary of the impact of our projects is provided in Table 1 (p. 7).

TABLE 1: Long-Term Impact

PROGRAM	LOCAL IMPACT	NATIONAL IMPACT
Collaborations with Community Colleges and MSIs	(a) Improve CSCC's curriculum and instruction through conferences and learning modules; (b) enrich EA-knowledge at community colleges and MSIs	(a) Provide equitable and quality EA knowledge and instruction to underrepresented groups; (b) build a broad base of EA studies research and instruction
Teacher Training / Collaborations with College of Education	(a) Enhance teachers' ability to disseminate accurate, authentic, diverse, and state standard-appropriate information about EA; (b) promote credentialing of Chinese and Japanese teachers	Expose K-12 students to accurate, authentic, and diverse information about EA and pedagogically sound EA language instruction to become future global citizens
EA Language and Area Studies Instruction	(a) Develop new EA area studies and language courses to address changing fields of EA studies and emerging needs; (b) incentivize OSU to develop an interpretation graduate certificate and a Korean MA program	(a) Increase supply of EA area studies and language experts; (b) increase national capacity to produce EA-focused experts
EA Studies Promotion	(a) Advance, promote, and disseminate knowledge of EA; (b) promote networking in higher education	(a) Strengthen EA knowledge infrastructure; (b) strengthen system to build and promote global competence
Globally-Engaged Society	(a) Directly reach out to K-12 students; (b) help business leaders navigate in the global market; (c) professionalize OSU students to connect their study with future careers	(a) Create culture of global engagement; (b) improve national economic competitiveness

CRITERION B: QUALITY OF STAFF RESOURCES**B.1. FACULTY AND STAFF QUALIFICATIONS / PROFESSIONAL DEVELOPMENT / INVOLVEMENT IN TEACHING, SUPERVISING, AND ADVISING:**

Faculty qualifications: At OSU, 71 faculty and teaching staff are associated with EA studies and/or languages.

The EA faculty are highly regarded, with many serving in leadership positions. For example, 4 EASC faculty members head departments (DEALL, NELC, Political Science, Speech & Hearing) and 7 are OSU center/institute directors (EASC, ICS, IJS, IKS, NEALRC, Center for Cognitive & Brain Sciences, Center for Cognitive & Behavioral Brain Imaging, National Center for the Middle Market). EASC faculty's rigorous research and teaching have been recognized by numerous major grants and awards: American Council of Learned Societies, Asia Foundation, Association for Asian Studies, Central Eurasian Studies Society Book of the Year Award, Chiang Ching-kuo Foundation, Chinese Language Teachers Association's Walton Lifetime Achievement Award, Fulbright, Fulbright-Hays, Guggenheim Fellowship, Hong Kong government's Research Grants Council, International Association of Chinese Linguistics Young Scholar

Award, International Convention of Asia Scholars Humanities Book Award, Japan Foundation, Japan Ministry of Education, Korea Foundation, Korean National Gugak Center, National Endowment for the Humanities, and National Science Foundation (see IX: Curriculum Vitae).

Center staff qualifications: As illustrated in Table 2, EASC has three institutes, ICS, IJS, and IKS. EASC and each institute have a faculty director, all of whom have EA studies expertise and extensive administrative experience. The EASC director, Prof. Etsuyo Yuasa, has a PhD in Japanese linguistics and is an expert on Japanese linguistics and language pedagogy. As a founding officer of OATJ, she is well connected to the EA teacher communities and positioned to further enhance OSU's already strong EA language instruction and teacher training. ICS director, Prof. Marjorie Chan, is a scholar of Chinese linguistics, including research on Cantonese, Mandarin, and other Chinese varieties. A former President of the Chinese Language Teachers Association, she leads our least-commonly-taught language projects and works closely with OATC. IJS director, Prof. Hajime Miyazaki, is a specialist of comparative economic analysis of firms and markets and has written on Japanese firms and economy. His extensive administrative experience has been instrumental in creating new programs, such as the Brad Richardson Memorial Lecture Series. Prof. Mitchell Lerner, IKS director, is an expert on US-Korean relations. He is on the advisory board of the North Korea International Documentation Project at the Woodrow Wilson Center for Scholars and has led many teacher seminars on US-Korea relations.

EASC and the three institutes are staffed by 3 assistant directors and 1 fiscal and program associate. The Senior

Assistant Director, Amy Carey, a certified Project Management Professional, is thoroughly familiar with Title

TABLE 2: Organization of EASC

EAST ASIAN STUDIES CENTER		
Director: Etsuyo Yuasa (PhD in Japanese Linguistics)		
Program Oversight: EASC Advisory Committee, EASC FLAS Committee, EASC Scholarship Committee, IEAS MA Graduate Studies Committee		
INSTITUTE FOR CHINESE STUDIES	INSTITUTE FOR JAPANESE STUDIES	INSTITUTE FOR KOREAN STUDIES
Director: Marjorie Chan (PhD in Chinese Linguistics)	Director: Hajime Miyazaki (PhD in Economics)	Director: Mitchell Lerner (PhD in US-Korea Relations)
EASC AND INSTITUTE STAFF		
Senior Assistant Director: Amy Carey (MA in Higher Education Administration)		
Assistant Director of Academic Programming: (in the process of a search)		
Assistant Director of Outreach: Janet Stucky (BA in Business, Japanese)		
Fiscal and Program Associate: Danielle Cooke (BS in Marketing)		

VI NRC/FLAS regulations through her 15 years of experience implementing NRC projects and administering FLAS. For her exemplary performance, she received OSU's Distinguished Staff Award in 2015. For the past 16 years, the Assistant Director of Outreach, Janet Stucky, has taken on leadership roles in outreach administration and developed strong relationships in the community. In 2014, she was recognized with the university's Arts and Humanities Outreach Award. Dani Cooke, our fiscal and program associate, has extensive experience in managing budgets and financial transactions, ensuring fiscal responsibility of our university, Title VI, and grant funds. We are currently in the process of filling the position of the Assistant Director of Academ-

TABLE 3: Select Faculty & Staff Professional Development Opportunities

PROGRAM	AMOUNT	PURPOSE
Office of International Affairs Funding (university-wide)		
China Gateway Research Seed Grant	\$50,000	To support new projects that explore global issues in a regional context
Connect and Collaborate Grants	\$70,000	To leverage existing partnerships to develop programs/initiatives
OIA Academic Enrichment Grant	\$3,000-\$8,000	To promote the understanding of foreign countries, cultures, and peoples through academic study
Mershon Center Faculty Grant	Commensurate with project	To support projects related to the study of national security in a global context
College of Arts and Sciences Funding		
Assistant Professor Start-up Package	\$20,000	To provide a stable source of scholarship support for new hires
Conference Support Grant	\$20,000	To facilitate the organization and hosting of scholarly events
New Project Grants	\$10,000-\$20,000	To facilitate any aspects of a new scholarly or creative project
Grant-in-Aid for International Travel	\$2,000	To defray the expense of international travel to conferences or research sites
Publication Subvention Program	\$4,000	To defray cost of book publication
Training Programs and Funding		
Critical Difference for Women	Varies	To promote advanced education, enhanced professional skills
Faculty & Staff Tuition Assistance Program	Tuition up to \$9,640/term	To allow faculty and staff to acquire new knowledge
Management Advancement for the Public Service	Free	To offer training in management and leadership skills
President and Provost's Leadership Training	Free	To create a pool of potential leaders from traditionally underrepresented groups
Staff Career Development Grant	\$1,000	To defray costs of professional development

ic Programming. We are confident we will find a candidate as equally qualified as the predecessor.

Professional development: OSU provides diverse professional development opportunities for its EA faculty and staff. Table 3 shows select opportunities available to the EASC community. Of these, the China Gateway Research Seed Grant is designated for research on China. In

2016-17, the ICS director, Prof. Marjorie Chan, with faculty in the College of Public Affairs and the College of Engineering, received the OSU Connect and Collaborate grant (\$40,000) for an “Inaugural Conference for Sino-American Cooperation in Outer Space.”

All OSU colleges are fully committed to faculty professional development. For example, the College of Arts and Sciences (CAS), with which many EASC faculty affiliate, provides junior faculty with a 25% course reduction during the first 4 years of appointment and a \$20,000 start-up grant (33% increase from 4 years ago). CAS also makes up the difference between prestigious fellowship stipends and one’s regular salary at any career stage. In addition, faculty are eligible for Faculty Professional Leave (sabbatical) every 7 years and may apply for a Special Assignment (one-semester leave) to conduct or engage in unique research, service, or teaching endeavors. Individual departments also support faculty travel to engage in conferences and for scholarly activities.

The ability to find appropriate grants and secure funding has become increasingly important for faculty and staff. Therefore, in 2016-17, EASC partnered with OSU’s Office of Research to host 3 EA studies-specific grant development workshops (41 participants).

The Office of International Affairs (OIA), in which EASC is housed, financially supports professional development for staff. To hone skills to successfully manage the center, EASC’s 4 professional staff engaged in a total of 21 professional development activities in 2016-17 alone.

Involvement in teaching, supervising, and advising students: Close to 70% of all EA area studies courses are regularly taught by tenured or tenure-track faculty members. When EA language courses are taught by Graduate Teaching Associates (GTAs), they are always team-taught with language faculty and lecturers. All instructors of EA-related courses hold weekly office hours to offer ample guidance to their students, and EA language courses hold “clinic sessions” to provide consultation on how to improve performance.

Faculty and staff are actively involved in advising and supervision of students (see H.2.). For undergraduate students, college advisors are designated for each major to provide specialized advice in a timely manner. Working with these advisors, Undergraduate Program Directors

(faculty) provide advice on course selection, research projects, and career paths. For graduate students, the Graduate Program Director (faculty) in each department assigns incoming students to faculty advisors. Each graduate student receives extensive academic and professional advice from the lead advisor and at least two other committee members. For study abroad, students are closely supervised by both OIA staff and faculty advisors in each department. For FLAS fellows, the EASC senior assistant director provides multiple information sessions, in-depth orientations, advising sessions each semester, and exit interviews. Finally, for all students, EASC regularly hosts EA studies-specific workshops. For example, in 2016-17, EASC hosted “Preparing and Applying for Graduate Study of East Asia” with the Graduate School and “Combining Study of East Asia with Public Affairs” with the College of Public Affairs.

B.2. ADEQUACY OF STAFFING AND OVERSIGHT / FACULTY INVOLVEMENT:

EASC is adequately staffed both in terms of administration and outreach. The EASC director and senior assistant director handle the day-to-day operations of the Center, FLAS administration, and Title VI reporting. In collaboration with the EASC/ICS/IJS/IKS faculty directors and the EASC faculty, the assistant directors of academic programming and outreach plan and coordinate postsecondary outreach, as well as outreach to K-12, business, government, and the general public. EASC also employs 1 fiscal and program associate and 1 student assistant to help with processing, publicity, and programs. Beyond that, OIA provides support through its administrative, business, and communications offices (20 relevant positions).

EASC has extensive oversight arrangements to ensure high performance, appropriate use of resources, and evidence-based innovation. The EASC director has dual reporting lines to the Dean of the Division of Arts and Humanities and the Vice Provost for Global Strategies and International Affairs of OIA. Oversight by these units allows EASC to align with their campus-wide missions in terms of the promotion of EA studies and internationalization. In addition, all expenditures of Title VI funds are supervised by both the Fiscal Service Center at OSU’s Office of Academic Affairs and the Office of Sponsored Programs. Outreach oversight is provided by a group of advisors, Prof. Tami Augustine (OSU EHE), Prof. Jennifer Nardone (CSCC), Prof.

Tinaz Pavri (Spelman College [HBCU]), Teppei Kiyosue (OATJ), and Patrick Terrien (CCWA).

EASC faculty are fully involved in EASC activities. Currently, faculty representatives chosen from 26 departments serve on the following committees: Advisory Committee, Graduate Studies Committee for EASC's Interdisciplinary East Asian Studies (IEAS) MA Program, FLAS Committee, and Scholarship Committee (Table 2, p. 8). In addition, due to our efforts to share information about our projects and opportunities for faculty involvement and leadership, in 2016-17, faculty led 100% of EASC lectures and conferences on campus and engaged in 80% of EASC's community, business, K-12, and community college/MSI outreach activities.

B.3. NON-DISCRIMINATORY EMPLOYMENT: In accordance with OSU President Michael Drake's "2020 Vision" which includes a goal of "inclusive excellence" (see III: GEPA), OSU is firmly committed to building a diverse faculty and staff. OSU offers university-wide training for search committees, such as implicit bias training, and has also entered into an innovative partnership with Opportunities for Ohioans with Disabilities to recruit and retain individuals with disabilities. Faculty and staff positions are advertised in professional journals and print media reaching members of traditionally underrepresented groups. EASC and the university at large have an affirmative action advocate on each search committee to guarantee that applicants from traditionally underrepresented groups will be considered. As a result of these efforts, 37% of EA faculty and teaching staff are women and 51% are Asian Americans or Asians.

CRITERION C: IMPACT AND EVALUATION

C.1. IMPACT OF CENTER ACTIVITIES

C.1.a. UNIVERSITY IMPACT: Table 4 demonstrates our strong performance at the university level. From 2014-17, 213 students graduated with Chinese/Japanese/Korean (C/J/K) undergraduate and graduate degrees, 26 students with Undergraduate International Studies Program (UISP) EA undergraduate and IEAS MA graduate degrees, and 158 students with C/J/K and EA Area

TABLE 4: University Impact, 2014-17

CRITERIA	IMPACT
C/J/K Degrees Conferred	213
EA Area Studies Degrees Conferred	26
C/J/K and EA Area Studies Minors Completed	158
EA "Program Graduates" (took 4 or more EA courses)	1,719
EASC Postsecondary Event Attendance	19,790
EA Language Enrollment	5,286
EA Area Studies Enrollment	32,858
EA Study Abroad Participants	730

Studies minors. Furthermore, 1,719 students graduated having taken 4 or more EA courses during their degree programs. During the same period, EASC hosted 245 postsecondary on-campus events, attended by 19,790 faculty and students (see I.1.b). EA language enrollment (5,286) and EA area studies enrollment (32,858) continue to be robust. From 2014-17, 730 students participated in EA study abroad programs, growing from 240 in 2014-15 to 260 in 2016-17 (8.5% increase). Due to our efforts to integrate EA studies into Science, Technology, Engineering, and Mathematics (STEM), 32% of all those studying an EA language were STEM students. Importantly, 40% of total language enrollment was at the advanced level in Chinese, 19% in Japanese, and 10% in Korean in 2016-17.

C.1.b. COMMUNITY IMPACT: Table 5

shows that, between 2014-17, over 220,000 community members were reached through EASC's outreach activities, such as film screenings (e.g., Zhao Liang's 2015 docu-

mentary "Behemoth"), performances (e.g., the Silk Road Ensemble performance coordinated by Prof. Scott Levi), and the sharing of EASC resources with K-12 schools. Particularly meaningful for the community was a series of events on the 2011 Great Northeast Japan Triple Disaster, organized by Prof. Phil Brown, scholars from Japan, and Franklin County (e.g., workshop "Community Resilience: Planning for and Recovering from Disasters in Japan and in the US" and film screening "Threshold: Whispers of Fukushima"). These events explored efforts to improve community recovery from earthquakes, hurricanes, and other large-scale events.

C.1.c. REGIONAL IMPACT: Teacher training: In 2014-17, EASC trained 301 Ohio teachers through its 19 K-12 teacher seminars, reaching teachers from 58 districts throughout Ohio and from states such as Indiana, Illinois, and Louisiana (see Table 6). **Statewide teacher associations:** EASC/IJS has strong ties to

TABLE 5: Community Impact, 2014-17

CRITERIA	IMPACT
Community attendees at OSU events	3,935
Community attendees at off-campus events	213,675
Community members reached through EASC resources (culture boxes, etc.)	3,150
Total	220,760

TABLE 6: Regional Impact, 2014-17

CRITERIA	IMPACT
Number of Ohio districts reached through teacher training	58
Number of OATJ/OATC members served	60 + 177
Number of students taught outside Ohio (Korean eSchool)	66
Number of schools reached in Southern states	10

OATJ and hosts joint bi-annual teacher workshops. Through OATJ, EASC serves 60 teachers in 23 high schools and 21 colleges and universities, including 3 community colleges, in Ohio. This cycle, ICS began collaborating with OATC, hosting an event for 67 K-12 students and teachers in 2015. OATC connects 177 Chinese teachers in Ohio high schools. **Korean eSchool:** To promote Korean studies, OSU exports Korean studies courses regularly to universities in neighboring states, such as Illinois, Iowa, Maryland, Michigan, Pennsylvania, and Wisconsin. In 2014-17, 66 students in these universities were taught by OSU faculty. **Collaboration with Southern states:** To strategically reach out to areas with fewer or no EA NRCs (e.g., Southern states), EASC started a faculty exchange with Spelman College (HBCU) in Georgia. EASC also collaborated with the Nine University and College International Studies Consortium of Georgia, which consists of 5 universities and 4 colleges of the University System of Georgia, and hosted “Workshop on the History, Politics, Society of China and Cultural Aspects of Doing Business with China” in 2017.

C.1.d. NATIONAL IMPACT: Strong evidence of EASC’s national impact is shown in Table 7. **National conferences:** From 2014-17, we hosted 21 national conferences (e.g., “China and the Jews in the Modern Era,” “Classical Korean Literature in Dialogue with

TABLE 7: Select National Impact, 2014-17

CRITERIA	IMPACT
Attendees of 21 EASC-supported conferences/symposia	1,311
12 modules on EA history combined views on YouTube	43,764
EA collection interlibrary loan requests	6,306

East Asian Oral Traditions”; see Table 27, p. 47), which were attended by 1,311 participants from the US and beyond. **Publications, presentations, and media appearances:** Through articles, books, journals (e.g., *Modern Chinese Literature and Culture* edited by Prof. Kirk Denton), conference presentations, and invited talks, EASC faculty share their expertise nationally and internationally. They also appear in national media, such as *Wall Street Journal* and *Washington Post*, to help the nation understand EA-related issues (see I.1.c). **Online materials:** EASC develops online materials and makes them widely available. For example, the 12 modules on EA history that EASC developed with CSCC have been viewed on YouTube close to 44,000 times. **Interlibrary loan:** In 2016-17, OSU ranked 4th in the country in EA Interlibrary

loans only after Harvard, Columbia, and Berkeley (see E.1.a). In 2014-17, OSU filled 6,306 lending requests to help EA scholars and students throughout the nation. **Placement:** Specialists trained in EA languages and area studies at OSU are currently employed nationally at places such as Carnegie Mellon University and Smithsonian Institute (see Table 10, p. 21).

C.2. ACTIVITIES THAT ADDRESS NATIONAL NEEDS / DISSEMINATION OF INFORMATION TO THE PUBLIC:

EA expertise is considered a top area of national need for at least 8 federal agencies. In order to train students on national security issues and encourage government service, EASC organized a series of national security events on critical topics, such as “The Risk of Nuclear War between the US and China” and “Going Critical: North Korea’s Bomb and Asian Security” with OSU’s premiere military history graduate program and the nationally recognized Mershon Center for International Security Studies (22 events, 1,094 attendees in 2014-17). EASC also regularly hosts information sessions with the Department of State, CIA, FBI, and more. For example, utilizing a connection of EASC’s assistant director of academic programming, who had worked for the American Embassy in Korea, EASC invited a US Department of State Foreign Service Officer to speak about “Working as a Foreign Service Officer in East Asia.” CLLC at OSU also regularly sponsors a “Foreign Language Meet and Greet,” featuring guest speakers from government, education, business, and nonprofit sectors. Recently, we worked with the Department of Defense’s Defense Language Institute and created a new program to train military Foreign Area Officers in our IEAS MA program. During the next cycle, we will start promoting the program more aggressively to produce military attachés who will work in US Embassies around the world.

EASC makes every effort to disseminate quality information pertaining to EA studies and languages to the general public. EASC’s lectures and conferences are open to the public. In 2014-17, 3,935 community members participated in our on-campus events, and over 213,000 members of the general public attended our off-campus events (see C.1.b). As described in C.1.c and C.1.d, EASC shares expertise with the general public not only locally but regionally and nationally through such means as publications, online materials, and media appearances. To

promote awareness and interest in EA studies and languages, EASC also (1) aggressively utilizes social media, such as Facebook and Twitter, and our website which hosts information on all EASC programs and EA-related events in the community; (2) produces a weekly e-newsletter (821 subscribers) and an annual print newsletter; and (3) connects 265 EA faculty across the state who share EA information with their communities (Ohio Asianists network). During the next cycle, we will support the inclusion of EA-focused articles in the online magazine *Origins* for a general audience (70,000 readers).

C.3. EQUAL ACCESS: “Access, Affordability, and Excellence” is a pillar of OSU’s 2017 strategic plan developed by President Michael Drake, OSU’s first African American president. To support greater access to an affordable education, President Drake directed OSU to identify \$400 million by 2020 to lower costs and improve value for students and families. His Affordability Grant Program has provided need-based aid to Ohio middle- and lower-income undergraduate students, a total of \$60 million over the past 3 years.

EASC is equally committed to provide access to all individuals, and works closely with OSU’s equal access offices and programs, such as the Office of Diversity and Inclusion, the Office for Disability Services, and the Women’s Place (see also I.1.b). For example, in 2017, EASC hosted a workshop with the Graduate School to promote the Summer Research Opportunities Program, which is designed to help historically underrepresented students explore opportunities for graduate study and academic careers. Through our efforts to support underrepresented groups in EA studies,

minorities are well represented among East Asian language learners at OSU, as shown in Table 8. In 2016-17, 10.99% of students were African American, Hispanic/

TABLE 8: Demographics of OSU C/J/K language learners, 2016-17

STUDENT BACKGROUND	CHINESE: 403 students	JAPANESE: 426 students	KOREAN: 208 students	CJK TOTAL: 1,037 students*
1. African American	7.20%	7.04%	11.54%	8.00%
2. Hispanic/Latino	2.23%	3.05%	2.88%	2.70%
3. American Indian	0.00%	0.47%	0.48%	0.29%
4. Asian-Pacific	38.71%	41.08%	45.67%	41.08%
5. White	41.94%	39.44%	26.92%	37.90%
6. Other/Undisclosed	9.93%	8.92%	12.50%	10.03%
Students historically under-represented (1, 2, 3 above)	9.43%	10.56%	14.90%	10.99%

* This figure is based on the number of unique students enrolled in C/J/K.

Latino, or American Indian (higher than the 9.51% representation at the institutional level). Similarly, our 2014-18 FLAS awards indicate strong non-heritage minority participation (17% of awards went to minority students) and near-gender parity (53% men; 47% women).

We also rigorously recruit minority students to participate in study abroad. Of the 730 students who studied in EA in 2014-17, approximately 11.1% of them were African American, Hispanic, or American Indian. In 2013, OIA partnered with the Office of Diversity and Inclusion to hire a special assistant to increase minority participation in study abroad. For this and other related creative programming, OIA's Director of Study Abroad was selected as the recipient of the 2014 Ruth C. Bailey Award for her outstanding contribution toward promotion of diversity.

To expand access beyond campus, we collaborate with Spelman College (HBCU) in Georgia. OSU faculty, Profs. Chris Reed, Pil Ho Kim, Brook Beshah, Naomi Fukumori, and Etsuyo Yuasa visited their campus and engaged with students. EASC also closely works with CSCC (21% African American) and Lakeland Community College (13.2% African American). (See Table 26, p. 46.) Under OSU's "Program 60," any person over 60 is entitled to audit any OSU course for free.

C.4. EVALUATION PLAN: EASC approaches evaluation seriously as demonstrated by the fact that our evaluation efforts are implemented by a full-time research staff member with a PhD in higher education, training in program evaluation, and significant experience in researching international education outcomes. Dr. Cindy Xinquan Jiang (see IX: Curriculum Vitae) is independent of EASC and reports to OIA's Assistant Vice Provost. Under her leadership, OSU's five ASCs coordinate evaluation initiatives, ensuring the effectiveness of our evaluation, preserving data integrity, and reducing costs and personnel hours across centers. Our evaluation plan incorporates a combination of quantitative measures and qualitative tools to assess the degree to which we are meeting our goals and determine where improvements might be made. On the quantitative side, Dr. Jiang utilizes university-integrated datasets and student information systems as well as national educational data sets to analyze and report on course enrollments, degree attainment, placement, and other data. Further, EASC staff coordinate language profi-

ciency tests for FLAS Fellows and graduating IEAS students, and systematically collect and maintain outcome-oriented data on faculty (tenure status, grants received, awards, publications, etc.), outreach programs (teachers trained, students reached, resources developed, geographic reach), budgets (salaries, library acquisitions, co-sponsorships), dissemination of information (circulation, media appearances, website hits, etc.), and more. On the qualitative side, OSU employs a breadth of measures to assess EA programs, including mandatory course evaluations for each course, internal reviews of Centers and departments, and reviews conducted by external professional evaluators (one conducted for DEALL in 2018). In addition, Dr. Jiang, who is proficient in educational research methodology, data collection, and analytical tools, including Qualtrics, SPSS, and QSRNVivo, conducts needs assessments, surveys, exit interviews, and focus groups. Upon completion of such initiatives, Dr. Jiang analyzes data, writes reports, and shares findings with the Centers, OIA, university leadership, USED, and the field, as appropriate. In addition to our regularly conducted evaluation activities, such as the IEAS Student Exit Survey and the Biennial FLAS Alumni Survey, Table 9 (p. 19) gives an overview of our evidence-based evaluation plan for the programs in this proposal.

Use of recent evaluations: After collecting and analyzing evaluation data, EASC systematically incorporates the findings into programming to improve our performance: (1) based on the results of a survey of K-12 teachers who participated in our first Global Teacher Seminar in 2016, EASC added follow-up components to the seminar, library guides, and discussion sessions with an Education faculty member in the following year; (2) following the 2017 lecture survey, Institute directors who lead EA lectures on campus were able to identify the type of potential speakers and content to address in the future; and (3) after evaluating students using the new IEAS MA Program assessment rubric implemented in 2016, EASC created a new “IEAS MA Program Graduate Forum” in 2017 to give students an opportunity to present and engage with alumni of the program. In addition to these EASC-led evaluation efforts, EASC often works with other units on campus to ensure maximum impact of EA studies activities and Title VI support. In 2017, EASC teamed up with OSUL to assess the EA library collection and

services. The findings of the survey allowed OSUL to further develop and refine their user-centered services for EA faculty and students.

TABLE 9: Select Evaluation Plan, 2018-2022

PERFORMANCE MEASURES	DESIRED OUTCOMES	OUTPUTS TO BE MEASURED	ASSESSMENTS PLANNED
1. PROJECT GOAL: Expand access to quality EA knowledge and instruction to community colleges and MSIs (Competitive Priority 1)			
Train 200 community college faculty and students through CSCC-OSU "When East Meets West" conferences	CSCC faculty and students gain EA knowledge and expertise	Number of: (1) Specialists hired; (2) Conferences organized; (3) Participants impacted	Focus Groups/ Interviews: Retrospective post-program focus groups or interviews with community college faculty and students to assess increased EA knowledge and student learning
2. PROJECT GOAL: Increase training capacity of K-12 teachers, faculty, and graduate students (Absolute Priority 2 / Competitive Priority 2)			
Train 60 K-12 teachers on global issues through Global Teacher Seminars	Teachers gain ability to disseminate accurate and standard-appropriate information about EA and global issues	Number of: (1) Syllabi and/or materials developed; (2) Seminars offered; (3) Teachers trained	Surveys: Retrospective post-program surveys of teachers to assess confidence in teaching subject matter, curriculum integration, implementation of materials, and use of innovative techniques
3. PROJECT GOAL: Strengthen EA language instruction			
Train 30 students through Professional Japanese Interpretation courses	Students acquire ability to interpret between English and Japanese professionally	Number of: (1) Syllabi and/or materials developed; (2) Courses offered; (3) Students trained	Supplemental Course Evaluations: Additional evaluation with students to assess impact of the course on their language ability
4. PROJECT GOAL: Strengthen EA area studies instruction			
Train 125 students through new EA area studies courses	Students gain new perspectives and EA knowledge in fields/areas previously not accessible at OSU	Number of: (1) Syllabi and/or materials developed; (2) Courses offered; (3) Students trained	Supplemental Course Evaluations: Additional evaluation with students to assess impact of the course on their knowledge of and interest in region
5. PROJECT GOAL: Promote EA knowledge and expertise			
Inform 4,000 researchers and students of EA research through lectures	Researchers and students gain EA expertise through synergy among national and international EA studies scholars	Number of: (1) Lectures organized; (2) Participants impacted	Surveys: Retrospective post-program surveys of faculty and students to assess increased EA expertise, knowledge integration, and impact on research/teaching
6. PROJECT GOAL: Develop a globally-engaged society (Absolute Priority 1)			
Connect 140 students with representatives from government, education, business, and non-profit through EA-focused professionalization events	Students pursue careers in government service and in areas of national need to make society globally-engaged	Number of: (1) Events organized; (2) Students impacted	Focus Groups/ Interviews: Retrospective post-program focus groups/interviews of students to assess increased interest in government service and in areas of national need

EASC has long been a leader in evaluation. We inaugurated the first national conference on NRC evaluation in 2013, “Demonstrating the Impact of National Resource Centers,” which brought 150 faculty and administrators from 46 institutions, representing 86 NRCS, to the OSU campus to discuss effective evaluation practices. To further engage in evaluation dialogues with peer institutions, EASC makes the findings of our own evaluation efforts widely available. For example, the EASC director and senior assistant director gave a presentation, “Bringing the world into classrooms: The impact of teacher training programs on global learning,” at the 2017 NAFSA (Association of International Educators) Conference. We will continue to evaluate our activities rigorously and incorporate the findings to improve our programming in the next cycle.

C.5. STUDENT PLACEMENT / EFFORTS TO INCREASE PLACEMENT: From 2014 to 2017, OSU produced 45 EA MAs and 68 EA PhDs, with a strong placement record after graduation (see Table 10, p. 21). DEALL’s placement record is particularly impressive: 100% of recent PhD graduates gained positions in higher education institutions and 67% of them in tenure-track academic positions as their first jobs. DEALL’s record of placing its MA graduates in academic positions is equally strong. Their graduates currently teach EA languages at American universities, such as Harvard, Johns Hopkins, MIT, OSU, Rochester Institute of Technology, University of California Santa Barbara, University of Maryland, and Washington University as well as at numerous overseas institutions. EASC’s IEAS MA program has placed students in the business, government, and nonprofit sectors, as well as doctoral level study at institutions across the country. The DEALL Advanced Chinese Language and Culture (ACLC) MA Program also produces uniquely strong graduates. For example, Jared Psigoda (ACLC, 2009) was named to 2014 *Forbes China* “30 under 30” list, and Jacob Parker (ACLC, 2010) is now the vice president of China operations at the US-China Business Council and regularly appears in the media, such as CNBC and Bloomberg News.

To encourage EA students to pursue careers in areas of national need, EASC organized 10 professionalization workshops (521 attendees in 2014-17). To encourage current students to emulate the success of our alumni, in 2013, IJS created the Alumni Network to connect current

TABLE 10: Select OSU EA MA and PhD Placement, 2014-17

GRADUATE	DEGREE	DEPT.	CURRENT PLACEMENT
Education Sector			
Li, Mengjun	2014 PhD	DEALL	Assistant Professor, University of Southern California
Pimentel, Carlos	2014 PhD	DEALL	Assistant Professor, Western Michigan University
Goss, Seth	2015 PhD	DEALL	Assistant Professor, Emory University
Luo, Di	2015 PhD	History	Assistant Professor, University of Alabama
Thurston, Timothy*	2015 PhD	DEALL	Postdoctoral Research Fellow, Smithsonian Institute
Wang, Yang*	2015 PhD	History of Art	Assistant Professor, University of Colorado, Denver
Wiener, Seth*	2015 PhD	DEALL	Assistant Professor, Carnegie Mellon University
Choi, Young Rae	2016 PhD	Geography	Assistant Professor, Florida International University
Dean, Austin*	2016 PhD	History	Assistant Professor, University of Nevada, Las Vegas
Francis-Ratte, Alex*	2016 PhD	DEALL	Assistant Professor, Furman University
DiMarco, Francesco*	2017 MA	IEAS	Education Consultant, SinoConnect
Curtin, Karen*	2017 PhD	DEALL	Assistant Professor, Portland State University
Jia, Junqing	2017 PhD	DEALL	Assistant Professor, Hamilton College
Business Sector			
Yost, Joshwa*	2015 JD	Law	Attorney/Owner, Law Office of Joshwa Yost LLC
Lorden, Mack*	2015 MA	DEALL ACLC	Director of Strategic Partnerships, SaaSMAX Corp.
Olson, Cassandra*	2015 MA	DEALL ACLC	Marketing and Public Relations Manager, Azarmehr
Skov, Adam*	2016 MA	DEALL ACLC	Editor, G2S Creative Workshop, Beijing
Kong, Xueying	2017 MA	DEALL	Project Associate, SXL Research, Market Data on China
Sheets, W. Justin*	2017 MA	IEAS	Translator/Interpreter, THK Manufacturing of America
Snyder, Nikolas	2017 MA	DEALL ACLC	Senior Research Analyst, Tractus Asia, Consulting
Government and Non-profit			
Gerval, Adam*	2016 MA	IEAS	Contracts Administrator, The Tauri Group
Fife, Kurt	2017 PhD	DEALL	Directing Staff, SAFTI Military Institute, Singapore
Sirevaag, Kristofer*	2017 MA	DEALL ACLC	Associate Director, Midwest US-China Association
Graduate Study			
Stewart, Spencer*	2015 MA	IEAS	PhD Program, University of Chicago, History
Cothorn, Keegan*	2016 MA	IEAS	PhD Program, Brown University, History
Salvador Cabrerizo, Maria	2017 MA	History of Art	PhD Program, Harvard University, History of Art and Architecture

*FLAS Fellowship recipient

students with the graduates of Japanese programs in Ohio. During the next cycle, we will expand the network to the alumni and students of Chinese and Korean. OSU also offers a variety of internship programs in EA; currently, 6 programs (e.g., Fisher College of Business Global Internship Program in Hong Kong) (see H.4.).

C.6. IMPROVED SUPPLY OF SPECIALISTS: For enrollment, see C.1.a; for placement data, see C.5. Of the 51 individuals who received FLAS Fellowships in 2014-18, 61% (31 recipients) are still enrolled in degree programs at OSU. Many of them continue to perform well and receive

prestigious awards, such as Fulbright-Hays Doctoral Dissertation Research Abroad grants. Of the 20 who graduated, 2 have gone on to further graduate study elsewhere (University of Chicago, Brown University), and 18 went to the nonprofit (such as Midwest US-China Association) or private (such as SinoConnect) sectors (see Table 10, p. 21). According to the US Department of Education (USED) 2015 FLAS Survey, OSU EASC FLAS Fellows who graduated between 2011 and 2014 are largely employed in jobs related to the fields they studied while on FLAS (75% either closely related or related fields). Additionally, 75% of respondents report that both their foreign language skills and international/area studies training were requirements or key assets for their job. 50% say they use their foreign language skills in their job daily, while another 26% use them either weekly or monthly. Similarly, 56% use their international/area studies knowledge in their job on a daily basis.

C.7. AWARDING OF FELLOWSHIPS ADDRESSING NATIONAL NEEDS: To address national needs, 100% of our FLAS Fellowships in 2014-18 were awarded to learners of less-commonly-taught languages (Chinese, Japanese, Korean), and 92% of awardees were advanced learners. Our FLAS criteria prioritize students with plans to enter government service (33% of awardees) and those who combine an EA language with a STEM field (16% of awardees). Of the 93 FLAS awards, 10 (11%) were awarded to students in non-STEM professional schools, such as Education, Law, and Social Work. Many of our FLAS fellows have focused on national security. For example, former fellows have been placed in the Defense Intelligence Agency and the Central Intelligence Agency, and current fellows are pursuing careers in the Department of State. To address Absolute Priority 1, we will continue to prioritize students with plans to enter government service.

CRITERION D: COMMITMENT TO SUBJECT AREA

D.1. INSTITUTIONAL SUPPORT FOR EAST ASIAN STUDIES: OSU is fully committed to promote EA studies and to provide continued and ample support for EASC to complete the projects proposed in Criterion A. After OSU established EASC in 1969 and after the Center received status as a FLAS-granting center in 1972 and as a comprehensive NRC in 1981, the

Ohio Board of Regents' Academic Challenge Program recognized EASC as a Center of Excellence in 1986 and has since annually contributed more than \$114,000 to EASC's operating budget. Currently, there are 71 faculty and instructional staff who work on EA studies in 26 departments in colleges and professionals schools (see IX: Curriculum Vitae). In 2016-17, OSU provided a total of \$10,226,650 for EA faculty and instructional staff salary and benefits, student support, EA operations and administration, EA outreach, and EA library (see Table 11), an increase of over 4.5% from 2012-13.

EASC is housed in OIA, which is the recipient of the 2014 Senator Paul Simon Award for Comprehensive Internationalization for overall excellence in internationalization. OIA operates with an annual budget of more than \$30 million to spearhead the university's internationalization and collaborations across campus and community. OIA supports EASC through its shared Business Operations and Communications offices and connects EASC with other international units, such as ASCs, International Students and Scholars, Education Abroad, and the China Gateway. OIA also provides partial support for an assessment manager (90% salary support in 2014-18), IT support, and ample office, meeting, and event space in newly-renovated Enarson Hall (\$2.6 million renovation).

Support for teaching staff: In 2016-17, OSU's support for EA faculty and teaching staff salaries and

TABLE 11: Institutional Commitment to East Asian Studies, 2016-17

FACULTY & INSTRUCTIONAL STAFF	
EA Area Studies Faculty	\$2,997,868
EA Language Faculty	\$1,000,205
Other EA Instructional Staff	\$492,163
OIA Grants to EA Faculty	\$48,000
Subtotal	\$4,538,236
EA STUDENT SUPPORT	
Fellowships and Scholarships	\$946,276
Graduate Associateships	\$1,967,937
Subtotal	\$2,914,213
EA OPERATIONS & ADMINISTRATION	
EASC Operations & Admin.	\$138,534
DEALL	\$174,225
NEALRC	\$149,331
Global Gateways (40% EA), China Gateway (100%)	\$367,386
CLLC (20% EA)	\$91,720
UISP (20% EA)	\$74,067
College of Arts & Sciences International Office (20% EA)	\$37,017
College of Engineering International Office (20% EA)	\$25,856
Fisher College of Business International Office (20% EA)	\$73,902
Moritz College of Law International Office (20% EA)	\$29,803
OIA Administration (20% EA)	\$381,963
OIA Study Abroad (20% EA)	\$250,520
Mershon Center (20% EA)	\$62,680
Subtotal	\$1,857,004
EASC OUTREACH	
EASC Outreach Personnel	\$134,245
EASC Outreach Programming	\$44,621
EASC Outreach Evaluation	\$18,496
Subtotal	\$197,362
LIBRARY	
EA Personnel	\$469,835
EA Acquisitions	\$250,000
Subtotal	\$719,835
TOTAL SUPPORT	\$10,226,650

benefits was \$4.5 million. OSU also provides research, travel, and instructional grants, and support for lectures, seminars, and conferences (see Table 3, p. 9).

Support for library: In 2016-17, OSU provided \$469,835 for EA library staff salaries and benefits, and \$250,000 for EA acquisitions (see E.1.a).

Linkages with institutions abroad: OSU has been highly active in developing strategic linkages with EA institutions. In 2010, OSU opened a China Gateway office in Shanghai (\$229,970 annual budget) to connect OSU's faculty and students with universities in China and create opportunities for international research and teaching, and study abroad. In 2016-17, the China Gateway helped 119 students participate in study abroad, 417 faculty travel to Greater China, and the university sign 7 Memoranda of Understanding (MOUs), 1 Student Exchange Agreement, and 2 Global Gateway Agreements. Incentivized by a series of initiatives, including the China Gateway, OSU saw a 75% increase in partnerships with EA institutions since 2014, with 126 MOUs and Memoranda of Agreement (MOAs) in place in 2017. Of those, 75% involved the People's Republic of China and Taiwan, while 17% involved Japan and 8% involved Korea. About 64% of all MOUs/MOAs were distributed in STEM and other professional fields. From 2014-17, 730 students participated in EA study abroad programs in the PRC, Taiwan, Japan, and Korea. Currently, EASC is in the process of developing one-of-a-kind dual-degree programs with Rikkyo University in Japan and Wuhan University in China.

Support for outreach activities: As one of America's leading land-grant universities, OSU defines outreach as a core component of its educational mission. Centrally, OSU annually provides \$197,362 to EASC's outreach activities (see Table 11, p. 23). The CAS Associate Dean for Outreach and Engagement currently spearheads outreach across the college to create broader impact and share infrastructure, and she asked the EASC Director to serve on its advisory committee. Thus, EASC will play a central role in leading outreach activities at OSU. Laterally, from 2014-17, 64% of EASC's 234 outreach events aimed at OSU campus constituencies were co-sponsored with other campus units. Furthermore, OSU's support enabled EASC to secure funding for hosting National Consortium for Teaching about Asia seminars (\$75,075, 2016-18)

and IKS to receive the Korea Foundation's grants for organizing teacher training seminars and a Korean film festival (\$47,680, 2016-18). For EASC outreach activities, see Criterion I.

Student support: OSU offers generous support for qualified students in EA studies. In the current cycle, the OSU Graduate School augmented the FLAS Fellowships from USED with a 71% match in the form of tuition awards (\$941,134). This enabled EASC to increase the number of EA FLAS awards by 52% (93 instead of the original 61 awards). For the coming cycle, confirmed Graduate School support will enable EASC to enhance USED funding at similarly high levels. For graduate students: (1) 5 years of university support, in a combination of fellowship and GTA appointments, is the standard package for the 121 MA/PhD students affiliated with EASC; (2) OSU awarded 5 University Fellowships, 2 Distinguished University Fellowships, 2 Presidential Fellowships, and 1 Distinguished Graduate Enrichment Fellowship to EA graduate students in 2016-17 alone; (3) DEALL annually awards 2 cash prizes to exceptional EA graduate students; and (4) other funding opportunities for research and travel are also available from EASC, OIA, the Graduate School, and numerous colleges and departments, among other sources. For undergraduate students: (1) DEALL annually awards 6 cash prizes to exceptional EA undergraduates; (2) a variety of fellowship opportunities are available in the Honors Program (currently 12 C/J/K majors/minors enrolled); and (3) within OIA and CAS, EA undergraduate students can apply to numerous travel and research grants. In addition, DEALL awards 1 cash prize to either undergraduate or graduate students. To provide support for language study, EASC offers 3-4 Intensive Chinese Language Scholarships annually (\$6,000).

CRITERION E: STRENGTH OF LIBRARY

E.1.a. STRENGTH OF HOLDINGS / SUPPORT FOR ACQUISITIONS AND STAFF: The EA collections at OSUL are substantial, with 427,421 items in EA languages and in English, which include books (print/electronic/serials), microforms, and audio/visual materials, such as cartographic materials and DVDs (see Table 12, p. 26). To spearhead making online resources available anytime anywhere, OSUL has made 113 EAS-related electronic full-text database and periodicals available. This is the second largest in the country only after Princeton.

OSUL strategically builds a unique collection by acquiring valuable source

TABLE 12: East Asian Language Holdings at OSU, 2016

LANGUAGE	BOOKS	MICROFORM	AUDIO/VISUAL	TOTAL
Chinese	166,349 volumes	13,406 microforms	2,645 a/v pieces	182,400 items
Japanese	147,778 volumes	51,443 microforms	4,147 a/v pieces	203,368 items
Korean	9,329 volumes	115 microforms	209 a/v pieces	9,653 items
English	32,000 volumes	-	-	32,000 items
Total	355,456 volumes	64,964 microforms	7,001 a/v pieces	427,421 items

materials not held by other libraries in the US. For example, to complement DEALL's strong EA language pedagogy program, OSUL has collected extensive Japanese-language pedagogy materials that are not widely held elsewhere. The Japanese collection also has the largest manga (Japanese comics) collection outside Japan and a near-complete run of *Kokka*, a rare periodical of Oriental art (first issued in 1889). Over the last 5 years, OSUL made strides to build the Korean collection with a growth rate of 16%. Its Korean performance materials are strong and complement OSU's Korean performance program well. Reflecting the strengths of OSU's China faculty, Chinese holdings are particularly strong in Chinese ethnic minority studies, print culture, and early Western-language sinology. In 2016-17, OSUL faculty librarians and EASC conducted a survey on the EA collections and identified future directions for accessibility, discoverability, and acquisition (see C.4., p. 18). OSUL, EASC faculty, and programs work together to develop collections that truly contribute to EA studies. Due to its strong and unique holdings, OSU's EA collections received the 4th largest number of EA interlibrary loan requests nationwide (after Harvard, Columbia, and Berkeley; 2016 Council on East Asian Libraries data).

In 2016-17, the total support for EA collections was \$756,007. Of this, the appropriation for acquisitions was \$250,000 with an additional \$36,172 from endowments/grants. With this support, OSUL acquired 26,479 new items, which was the 4th largest after Library of Congress, Columbia, and Harvard. To build and manage the EA collections, \$469,835 was spent to support 9.1 full-time employees. OSU's long-term commitment to the EA collections is apparent from the fact that the Chinese and Japanese librarians, Prof. Guoqing Li (MLS, Indiana University) and Prof. Ann Marie Davis (PhD in Japanese History, UCLA), are learned scholars and have

tenured/tenure-track faculty statuses. To accelerate the rapid development of the Korean collection, OSUL recently hired Mason Kamolpechara (MA in East Asian Studies, Sogang University). OSUL acknowledges the changing nature of librarianship and pours resources into not only the acquisition of materials but also the area of information creation and literacy. As part of such efforts, in 2015, OSUL and EASC hosted Manga Symposia, and about 200 scholars and students gathered to discuss the current state of manga studies.

E.1.b. ACCESSIBILITY OF MATERIALS: Equity and access in the pursuit and sharing of knowledge is OSUL's topmost concern. To make print materials easily accessible to OSU faculty and students, OSUL delivers pdf files of print articles and chapters scanned from OSUL collections in 1 business day, and scanned items from other libraries in the US in 3 days on average. Book loans from domestic libraries usually arrive in 7-8 days. As mentioned above, OSUL's EAS-related electronic full-text database and periodicals, such as China Knowledge Resource Integrated Database, Duxiu Academic Search, Japan Knowledge, and DBpia, are the second largest in the country. In addition, OSUL has unique partnerships with the National Library of China, the Shanghai Library (10,000 ebooks available in languages, such as Chinese, Kyrgyz, Mongolian, and Indonesian), National Taiwan Library, and the National Assembly Library of the Republic of Korea, in the form of book exchanges through which faculty and students can access thousands of their books for free each year. OSUL's Interlibrary Services department recently set up an agreement with Japan's National Diet Library, allowing faculty and students to borrow directly from them.

OSU has been a national leader in making research materials accessible to faculty and students from other institutions. This reputation is mirrored by OSU's EA collection being the 4th largest Interlibrary Loan provider nationwide. With a letter of recommendation from the librarian (either Prof. Li or Davis), non-Ohio residents, including visiting scholars, are able to obtain a temporary library card that allow them access to any of OSUL resources, including space, books, special collections, journals, databases, A/V materials, and on-campus library computers. Also, all materials in the Billy Ireland Cartoon Library, including rare manga (e.g.,

Jiji manga), are available to the public by appointment. Notably, OSUL makes its materials available to outside institutions as the largest partner of OhioLINK, a unique digital consortium of 16 public/research universities, 23 community/technical colleges, 49 private colleges, and the State Library of Ohio. Through OhioLINK, 46 million books can be requested online and picked up at any member library, and over 100 databases, millions of electronic articles, and more than 100,000 books can be easily accessed by the faculty and students of member institutions.

CRITERION F: QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM

F.1. QUALITY AND EXTENT OF COURSE OFFERINGS: Disciplines: As shown in X: Course List, OSU offers 385 EA area studies courses over 27 disciplines, including Humanities (Chinese, Comparative Studies [COMPSTD], EALL, History, History of Art, Japanese, Korean, Medieval and Renaissance Studies [MEDREN], Music, NELC, Philosophy, Theatre, Women's Studies), Social Sciences (Economics, Geography, International Studies [UISP], Political Science, Sociology), and Professional Fields (Agricultural, Environmental and Development Economics [AEDECON]; Agricultural Systems Management [AGSYSMT]; Business: Management and Human Resources [BUSMHR]; Business: Management Sciences [BUSMGT]; Education: Teaching and Learning; Kinesiology; Law; Mechanical and Aerospace Engineering [MECHENG]; and Public Health). These courses cover China, Japan, Korea, and adjacent spheres of EA influence, such as Central Asia, Mongolia, Nepal, and Vietnam. Of those, 377 courses were taught in 21 disciplines with a total enrollment of 10,682 in 2016-17 (see Table 13, p. 29). The quality of these course offerings is demonstrated by the fact that the faculty who taught these courses are highly recognized scholars in their respective fields (see B.1., p. 7) and have received numerous teaching awards, such as the Alumni Award for Distinguished Teaching, the College of Education Distinguished Teaching Award, the Dean's Teaching Performance Recognition, Ohio Academy of History's Distinguished Teaching Award, Order of Omega Honor Society Teaching Recognition Award, Gamma Sigma Delta Teaching Award of Merit, and Plimpton Outstanding Teaching Award (see IV: Curriculum Vitae). To augment EA area studies course offerings, EASC supported "China in Africa" this cycle, and the course was

institutionalized by UISP. During the next cycle, EASC will be more aggressive about strengthening our area studies offerings and propose 6 area studies courses (see A.1.d). Recently, DEALL hired a third Korean faculty member to develop a Korean MA program. Once the program is approved, the number of graduate-level Korean courses will increase.

TABLE 13: Area Studies Disciplines and Course Levels, 2016-17

DISCIPLINE	UG 1000- 3999		UG/G 4000-5999		G 6000-8999	
	Courses	Enrollment	Courses	Enrollment	Courses	Enrollment
AEDECON	1	36	3	156		
AGSYSMT			1	3		
BUSMGT			2	75	2	38
BUSMHR	15	2,301			1	5
COMPSTD	2	11			6	6
DEALL	21	1,110	45	423	81	254
Economics			8	681	2	3
Geography	15	838	8	151	10	17
History	19	808	5	50	20	59
History of Art	19	1,057	5	92	1	5
UISP	7	165	11	139		
Kinesiology	19	266				
Law					3	65
MEDREN	1	22				
Music	19	517			1	3
NELC			2	5		
Philosophy	3	513				
Political Science	8	534	5	113	2	16
Public Health					1	42
Sociology	2	90				
Theatre			1	13		
TOTAL	151	8,268	96	1,901	130	513
21 Disciplines	377 courses with 10,682 total enrollment					

Professional schools: In conjunction with OSU's internationalization strategies, our professional schools have aggressively broadened international course offerings over the past 4 years. In 2016-17, OSU's professional schools offered 29 EA-related courses (AEDECON; AGSYSMT; BUSMGT; BUSMHR; Law;

Public Health; see Table 13), over a 30% increase since 2012-13. Many are offered multiple times a year, and are widely available.

F.2. INTERDISCIPLINARY COURSES: EASC faculty are committed to interdisciplinary research and teaching to make EA studies relevant to the ever-changing academic landscape and promote innovations in EA studies. Many faculty have joint appointments in multiple departments and play major roles in interdisciplinary units on campus, such as the Center for Folklore

TABLE 14: Select Interdisciplinary Course Offerings

COURSE #	COURSE TITLE
Cross-disciplinary courses	
EALL 1231	East Asian Humanities
COMPSTD 7888	Interdepartmental Studies in Humanities
CHINESE 4407	Eco-literature in China
KOREAN 5455	Interdisciplinary Korean Art, Music, Film & Theatre
KOREAN 5256	Interdisciplinary Korean Politics and Society
AGSYSMT 5786	Environmental Issues in East Asia
Cross-regional courses	
JAPANESE 2255	Postwar Culture in Germany and Japan
UIISP 4520	Comparative Communism: China and Russia
Cross-listed courses	
AEDECON 4534 UIISP 4534	Comparative Challenges to Economic Development: Sub-Saharan Africa, Latin America, and China
AEDECON 4597.01 UIISP 4597.01	Problems and Policies in World Population, Food and Environment
COMPSTD 3673 EALL 3223	The Buddhist Tradition
AGSYSMT 7786 EALL 7897 HISTORY 7405 HISTART 6801	Introduction to Graduate-Level East Asian Studies

Studies. Table 14 shows a sample of cross-disciplinary, cross-regional, and cross-listed courses that EASC faculty offer at OSU. Since 2005, EA faculty from History, DEALL, Art History, and Agriculture have offered the methods course, “Introduction to Graduate-Level East Asian Studies,” to introduce diverse perspectives on EA studies to new graduate students. DEALL is instrumental in integrating Media and Film Studies, Folklore and Popular Culture, and Performing Arts into its curriculum to make its course offerings truly

interdisciplinary. OSU’s emerging strength in interdisciplinary research and teaching is the new synergy between EA studies and STEM fields. Departments, such as AGSYSMT, offer interdisciplinary courses that combine scientific content with EA studies. With Title VI support, the College of Engineering and the College of Public Affairs will offer “Space Programs, Policy, and Commerce across East Asia” in the next cycle.

F.3. SUFFICIENCY OF NON-LANGUAGE FACULTY AND PEDAGOGY TRAINING

FOR INSTRUCTIONAL ASSISTANTS: A total of 59 EA tenured or tenure-track faculty teach 385 EA area studies courses with at least 25% EA content in 27 disciplines. Of the 59 EA faculty specialists in 26 departments across CAS and 7 professional schools, 31 have primary (more than 50%) research and teaching interests in EA (see IX: Curriculum Vitae).

OSU’s GTA training is nationally renowned. **Training:** (1) The University Center for the Advancement of Teaching (UCAT) conducts 3-day orientations for incoming GTAs and hosts

5-7 workshops, such as “Introduction to Active Learning Strategies,” each month. (2) All non-native speakers are tested for English language proficiency and are required to take mock teaching tests. (3) Each department conducts discipline-specific pedagogy training, such as “History 7905: Pedagogy and Professional Development.” **Resources:** Each department’s Graduate Program Director regularly organizes teaching workshops throughout the year. For GTAs who wish to become thoroughly familiar with instructional technology tools, CLLC’s Technology Certificate program is available. **Oversight and evaluation:** All OSU instructors, including GTAs, are evaluated by the university-wide mandatory online Student Evaluation of Instruction at the end of each semester. The evaluations are reviewed by supervisors to assess GTAs’ teaching effectiveness, and coaching or performance improvement plans are implemented.

F.4. DEPTH OF SPECIALIZED COVERAGE: Table 13 (p. 29) shows OSU’s extensive and in-depth coverage in EA studies. In 2016-17, 60% of all area studies courses were offered at the advanced undergraduate (96 courses in 12 disciplines) or graduate level (130 courses in 12 disciplines). For those who conduct specific research, EA faculty offer one-on-one courses, such as “Individual Studies,” “Independent Study,” “Research in Chinese/Japanese,” and “Dissertation Research,” and a variety of departmental and interdepartmental seminars.

CRITERION G: QUALITY OF LANGUAGE INSTRUCTION

G.1. EXTENT OF LANGUAGE INSTRUCTION AND LANGUAGE ENROLLMENT:

OSU’s commitment to the instruction of EA languages is demonstrated by the depth and scope of language offerings. We offer (Mandarin) Chinese up to Level 7, Japanese up to Level 5, and Korean up to Level 4 in three tracks: regular classroom, intensive classroom, and individualized instruction (see Table 15, p. 32). Of all members of the Big Ten Academic Alliance, OSU is the only institution that offers Chinese up to Level 7. While the courses in the regular classroom track require a year to cover the content for 1 level, the courses in the intensive classroom track cover 1 level in 1 semester. Thus, if students take Chinese or Japanese courses in the intensive classroom track, they can complete 4 levels in 4 semesters. DEALL’s nationally acclaimed Summer Programs in East Asian Concentration (SPEAC) is a successful long-standing program

offering intensive Levels 1 and 2 of Chinese and Levels, 1, 2, and 4 of Japanese for OSU students and students from all over the country every summer. In the next cycle, DEALL will offer Level 2 Korean as part of SPEAC. All courses in the intensive classroom track and many in the regular classroom track offer more than 5 contact hours per week, resulting in 50% of all OSU EA language

TABLE 15: Levels & Formats of Chinese, Japanese, and Korean

REGULAR CLASSROOM (hours/week)	INTENSIVE CLASSROOM (hours/week)	INDIVIDUALIZED INSTRUCTION (hours/week)
CHINESE		
Level 1 (5)	Level 1 (Summer 20)	Level 1 (vary)
Level 2 (5)	Level 2 (Summer 20, Autumn 10)	Level 2 (vary)
Level 3 (5)	Level 3 (Spring 10)	Level 3 (vary)
Level 5 (3)		Level 4 (vary)
Level 6 (3)		Level 5 (vary)
Level 7 (3)		
JAPANESE		
Level 1 (5)	Level 1 (Summer 20)	Level 1 (vary)
Level 2 (5)	Level 2 (Summer 20, Autumn 10)	Level 2 (vary)
Level 3 (5)	Level 3 (Spring 10)	Level 5 (vary)
Level 4 (4)	Level 4 (Summer 20)	
KOREAN		
Level 1 (4)		Level 1 (vary)
Level 2 (4/5)	Level 2 (Summer 20)	Level 2 (vary)
Level 3 (5)		Level 3 (vary)
Level 4 (3)		

courses being identified by USED as involving intensive language instruction.

OSU is a pioneer of self mastery-based individualized instruction in EA languages. The materials and teaching methods of individualized instruction courses are the same as those of the regular/intensive classroom tracks, but the courses in the individualized instruction track are offered every semester, and students can sign up for one-on-one, 15-minute sessions 6 days a week (Monday through Saturday) between 8:30 AM and 8:00 PM. The unique format of individualized instruction makes instruction of EA languages widely available especially for those who are in professional schools and those who work while pursuing their degrees.

EASC has been instrumental in further expanding and diversifying OSU's already strong EA language programs: (1) EASC supports two levels of Uzbek instruction; (2) EASC has offered a conversational Cantonese course for advanced-level Mandarin-speakers, which has been fully enrolled every year since its inception in 2013-14; and (3) EASC supports the instruction of such least-commonly-taught EA languages as Kazakh, Tajik, and Uyghur through IUSLW and CESSI. In addition, Prof. Mark Bender in DEALL regularly offers courses on

traditional and contemporary ethnic minority literature in China, with some course materials presented in local minority languages, such as Miao (Hmong), Northern Yi, Hani, Wa, Daur, Dong, Zhuang, Yao, and Mongolian.

The EA language enrollment at OSU is robust (see Table 16). Although the enrollment went down slightly due to the national trend of decreasing foreign language enrollment, the 2016 Modern

TABLE 16: Language Enrollments, 2014-17

LANGUAGE	2014-15	2015-16	2016-17
Chinese	699	708	673
Japanese	762	722	699
Korean	330	343	309
Uzbek	14	16	11
TOTAL	1,805	1,789	1,692

Language Association statistics (latest available data) show that OSU leads nationally and regionally: The enrollment of OSU's Chinese courses is the 2nd largest of all 4-year universities in the country (after New York University); our Japanese enrollment is the 5th largest in the country (after University of Hawaii, Purdue University, University of Maryland, and University of Colorado); our Korean enrollment is the largest in the Midwest; and our Uzbek enrollment is the largest in the country.

G.2. ADVANCED LEVEL AND LANGUAGE COURSES IN DISCIPLINES: Fostering advanced-level skills is at the core of the mission of EA language programs at OSU. In 2016-17, 93 C/J/K courses were offered, and 50 of them (53.7%) were at the advanced level (Level 3 and up). These advanced courses are well enrolled, and constitute 26% (436) of the total language enrollments (1,692). To build Korean language instruction at the advanced level, we propose to seed Level 5 Korean courses in the next cycle.

OSU's ACLC MA program is designed to produce business professionals with

TABLE 17: Courses in ACLC MA program

COURSE	TITLE
5670	Literary Language in Modern Mandarin
7615	Chinese Perspectives on China's Civilization
7617	Analysis of Contemporary Chinese Media
7650	Negotiating in Chinese Culture
7655	Languages in China
7660	Interpersonal Relations and Professional Networking
7671.51	Familiarity with Domain Resources and Research
7672.51	Domain Research and Presentation of a Project

proficiency at ACTFL Superior. Table 17 shows the 8 courses in the program—in history, media studies, business, and communication—which are offered annually or biennially by faculty and are taught entirely in Chinese. In addition, Level 5 Japanese courses are individualized so that

students are able to choose reading materials relevant to their own field of specialization.

In 2008, EASC inaugurated an all-Chinese language lecture series to support content-learning in the target language. Since then, we have expanded the series to include Japanese-language and Korean-language lectures. During 2014-17, we organized 11 lectures delivered in EA languages (C: 6, J: 2, K: 3), reaching 730 people.

G.3. SUFFICIENCY OF FACULTY AND PEDAGOGY TRAINING: DEALL is one of the largest departments of East Asian languages in the US and has 19 tenured or tenure-track faculty members. Of those, 7 tenured faculty members specialize in EA language pedagogy (C: 3, J: 3, K: 1) and are deeply involved in language instruction and curriculum/material development. Another 2 faculty members in literature teach Classical Chinese, Classical Japanese, and kan-bun. Furthermore, 2 full-time Academic Program Specialists of Chinese and Japanese coordinate and teach C/J/K courses with 6 full-time lecturers (C: 1, J: 2, K:3) and 27 GTAs (C: 14, J: 13). In addition, 1 Title VI-sponsored lecturer teaches Levels 1 and 2 Uzbek, and Title-VI-sponsored GTAs teach Cantonese courses under faculty supervision.

The 7 faculty members of EA language pedagogy in DEALL form a nationally unmatched concentration of EA language pedagogy expertise. They all have PhDs in relevant fields and are thoroughly familiar with current theories of performance approaches to EA language pedagogy. They not only write on language pedagogy extensively but also provide training through various EA language pedagogy workshops and conferences. Their expertise and contributions are widely recognized: Prof. Galal Walker is the first in the English-speaking world to receive the “China Language and Culture Friendship Award” from the Ministry of Education of China; Prof. Mari Noda is the past President of the American Association of Teachers of Japanese; and Prof. Danielle Ooyoung Pyun is a board member of the International Association for Korean Language Education. Prof. Pyun and the 2 full-time Academic Program Specialists are also certified ACTFL Oral Proficiency Interview (OPI) raters.

All new GTAs and lecturers are required to take a TA training course, “EALL 8701: Teaching East Asian Languages at the College Level,” which starts with a 40-hour workshop to

teach basic pedagogical issues and to conduct practice teaching prior to Autumn semester. Because DEALL's graduate programs offer specializations in Chinese and Japanese language pedagogy at the MA and PhD levels, there are numerous courses, lectures, workshops, including EASC-sponsored OPI workshops, on EA language pedagogy throughout the year. Furthermore, DEALL's SPEAC program offers intensive teacher training for Chinese and Japanese language teachers. Because of its extensive pedagogy training, DEALL's graduate students are frequently chosen for national-level teaching and material development awards, such as the Hamako Ito Chaplin Memorial Award for Excellence in Japanese Language Teaching and the Cengage Learning Award for Innovative Excellence in the Teaching of Chinese as a Foreign Language.

G.4. PERFORMANCE-BASED INSTRUCTION / RESOURCES FOR LANGUAGE

TEACHING AND PRACTICE / PROFICIENCY REQUIREMENTS: DEALL developed the Performed-Culture Approach to language pedagogy, and OSU's C/J/K programs implement the approach consistently. The goal of the approach is to train students to acquire a culturally appropriate set of both verbal and non-verbal behaviors, which is fully in line with ACTFL's 2012 Proficiency Guidelines and 2015 World-Readiness Standards for Learning Languages. To acquire such skills, students go through extensive training in culturally coherent performance and adaptation to real-life situations. First, all students are required to spend at least 2 hours prior to each class to learn how newly introduced materials work and practice them using multimedia materials (flip classroom instruction). Then in each class, students perform assigned dialogues and simulate authentic interactive activities based on the newly learned materials. Reading and writing activities are also embedded and performed in actual contexts. Students' skills in speaking, listening, reading, and writing are assessed daily and at the end of each semester according to the proficiency guidelines (see Table 18, p. 36). Since students are trained and assessed on how to engage in authentic communicative activities, they receive the highest score not when they merely produce a grammatical sentence or write correct characters, but when their performance is fully culturally coherent and their performance presents no difficulty, discomfort, or puzzlement in interaction with a native. Because of the rigorous performance-

based instruction, OSU students regularly rank among the winners of annual Ohio-wide Japanese speech contests and receive prestigious awards, such as Critical Language Scholarships.

OSU has ample resources for language teaching. **Class size:** Sections are limited to 20 students (11 students/section on average) with

students having access to office hours for at least 2 hours/week. **Faculty oversight:** All courses are taught or led by faculty and professional staff. GTAs are closely supervised and monitored by the leading faculty/staff instructor, two Academic Program Specialists, and/or the DEALL Language Program Director. **Technology:** All language courses use a university-supported learning system, Carmen Canvas, which allows instructors and students to utilize audio/video resources. Home to all the language departments, CLLC, and NEALRC, the World Media and Culture Center houses internet-, intranet- and multimedia-equipped classrooms primarily reserved for language classes, a video-conferencing room for language courses, rooms dedicated to individualized instruction, and professionally-staffed labs for developing web-based and stand-alone multimedia learning tools. In addition to the videoconferencing room in the World Media and Culture Center, a plethora of other videoconferencing facilities on campus have allowed us to successfully export our Uzbek courses to other programs. **Academic enrichment:** Students have ample opportunity to practice their language skills outside the classroom at

TABLE 18: OSU's EA Language Proficiency Guidelines

SCORE	PROFICIENCY GUIDELINES
4	Performance is fully culturally coherent, that is, would present no difficulty, discomfort, or puzzlement in interaction with a native. Repair is self-managed.
3.5	Performance is superior, for the most part culturally coherent. However, there is some aspect of the performance to make interaction less than maximally coherent for a native. Most repairs are self-managed.
3	Performance is good: few aspects of it create difficulties, discomfort, or puzzlement in communicating with a native. Self-managed repair alone, however, is not sufficient.
2.5	Performance enables communication, but also presents several clear-cut sources of difficulty, discomfort, or puzzlement in communicating with a native. Correction comes mostly from others.
2	Performance creates definite obstacles to communication, which usually involve more than simple discomfort. Repair requires multiple, often repeated, correction and guidance from another.
1.5	Performance shows many problems that would create difficulties, discomfort, and puzzlement in communicating with a native. Communication is achieved only with repeated correction and guidance from another.
1	Attended class, but either (1) chose not to participate, or (2) failed to perform with any culturally viable degree of competence.
0	Absent.

weekly language tables and at lectures in EA languages sponsored by EASC.

The language proficiency requirements of OSU's EA languages are rigorous. Students' performances are graded daily and at the end of every semester based on the proficiency rubrics on a scale of 1 (low) to 4 (high), shown in Table 18 (p. 36). Almost all majors score 3 and above in all 4 skills. In 2014, OSU began hosting the Japanese-Language Proficiency Test, a standardized criterion-referenced proficiency test held world-wide. While the test is not mandatory, many OSU students take it. With Title VI funding, EASC has supported ACTFL OPI training and Writing Proficiency Test (WPT) training for C/J/K language faculty and teaching staff to incorporate the rubrics into instruction and to test FLAS fellows and the IEAS MA program students. Of the 29 2014-17 Summer FLAS fellows tested to date, 16 took OSU Summer courses, with 9 improving at least 1 level and 2 improving 2 levels on the ACTFL scale. Twelve of the 16 scored at ACTFL Advanced or Superior levels. Of the 40 Academic Year FLAS fellows tested, 25 studied in DEALL, with 9 improving at least 1 level on the ACTFL scale and 12 scoring at ACTFL Advanced or Superior levels.

CRITERION H: QUALITY OF CURRICULUM DESIGN

H.1. EA STUDIES IN UNDERGRADUATE PROGRAMS AND UNDERGRADUATE

REQUIREMENTS: EA studies in undergraduate programs are incorporated into diverse disciplines. In 2016-17, OSU offered a total of 86 EA language and 247 EA area studies undergraduate courses (5999 courses and below) in 19 departments in 5 colleges, including 4 professional school departments. During the same year, 52 EA-related majors and 53 EA-related minors graduated (see Table 19).

TABLE 19: EA Undergraduate Degrees Conferred, 2016-17

DEGREES	MAJORS	MINORS
Chinese	19	27
Japanese	16	14
Korean	11	5
EA Studies	6	7
TOTAL	52	53

DEALL annually produces around 50 BA degrees in C/J/K. In addition to the programs offered by DEALL, UISP offers 4 degree program options in EA studies: (1) EA studies major (BA); (2) EA Studies major (BA) combined with one of UISP's 5 minors (Development Studies, Globalization Studies, International Relations & Diplomacy, Security & Intelligence, or World Economy & Business); (3) newly developed EA Studies major (BS) combined with one of 6

minors (Agribusiness, City & Regional Planning, Environmental Science, General Business, Geographic Information Science, or Global Public Health); and (4) EA studies minor. Beyond these EA-specific majors, students in History or History of Art can concentrate on EA. In addition, there are 9 specialization and certificate programs in 8 STEM/professional schools (EHE; Engineering; Food, Agricultural & Environmental Sciences; Public Health; Social Work; Business; Public Affairs; City and Regional Planning) that allow students to pursue EA language and study abroad concurrently with their disciplinary study. As a result of these curricular options, in 2016-17, a total of 444 undergraduate students graduated having taken at least 4 EA courses (see Table 20).

TABLE 20: EA Program Graduates, 2016-17
(taken at least 4 courses with >25% EA content, including one 100% EA course)

DISCIPLINES	BA/BS	MA/MS	PHD	TOTAL
Area Studies	28	6		34
Arts & Humanities	96	15	15	126
Social Sciences	89		3	92
STEM Fields	58	8	6	72
Professional Fields	173	32	8	213
TOTAL	444	61	32	537

To keep undergraduate EA-related programs relevant and high quality, OSU constantly reviews and revises requirements (see Table 21, p. 39). As a result of DEALL's efforts to encourage advanced proficiency for majors, many students exceed major language requirements, and 26% of C/J/K language enrollment is at the advanced level. UISP has extensive requirements, and their students must minor in Chinese, Japanese, or Korean (up to Level 2) and take 30 hours of UISP courses to major in EA studies.

H.2. ACADEMIC AND CAREER ADVISING: OSU provides a wide variety of university-wide and field-specific academic and career advising to help students succeed. For example, University Exploration provides a starting place for students who want to experience college-level coursework before committing to a major. To provide appropriate advising to transfer students from Columbus State Community College, OSU has on-site advisors at CSCC's Downtown and Delaware campuses to advise students transitioning to OSU through the CSCC-OSU Preferred Pathway Program. The Younkin Success Center, the Buckeye Career Network, Buckeye Internships, and Buckeye onPace connect students with future employers and provide comprehensive career training university-wide.

TABLE 21: Undergraduate Degree Programs in EA Studies, 2016-17

MAJORS	MINIMUM REQUIREMENTS
Chinese (DEALL)	33 hours: Language (18 hours, up to Level 3); Literature (6); Advanced Studies (6); East Asian Arts, Culture, History, Thought (3). Prerequisites: 15 hours of Chinese language and culture courses.
Japanese (DEALL)	33 hours: Language (15 hours, up to Level 3); Literature and Linguistics (6); Advanced Studies (6); East Asian Arts, Culture, History, Thought (6). Prerequisites: 15 hours of Japanese language and culture courses.
Korean (DEALL)	33 hours: Language (15 hours, up to Level 3); Literature (3); Linguistics (3); Advanced Studies (6); East Asian Arts, Culture, History, Thought (6). Prerequisites: 15 hours of Korean language and culture courses.
East Asian Studies (UISP) Major (BA track)	44 hours: C/J/K language minor (14 hours, up to Level 2); Foundation Courses (12); Perspectives Courses (12); Electives (6). Prerequisites: 10 hours of East Asian language, history, and microeconomics courses.
East Asian Studies (UISP) Major (BS track)	44 hours: Minor in Agribusiness, Business, City and Regional Planning, Environmental Science, GIS, or Global Public Health (12-15); Foundation Courses (12); Perspectives Courses (12); C/J/K language (5 hours, up to Level 2); Electives (3). Prerequisites: 13 hours of East Asian language courses; 9 hours of microeconomics, history, and statistics courses.
MINORS	MINIMUM REQUIREMENTS
Chinese (DEALL)	14 hours: Chinese language (5 hours, up to Level 2); Literature and Linguistics (3); Electives (6). Prerequisites: 15 hours of Chinese language and culture courses.
Japanese (DEALL)	14 hours: Japanese language (5 hours, up to Level 2); Literature and Linguistics (3); Electives (6). Prerequisites: 15 hours of Japanese language and culture courses.
Korean (DEALL)	14 hours: Korean language (5 hours, up to Level 2); Literature (3); Electives (6). Prerequisites: 15 hours of Korean language and culture courses.
East Asian Languages & Literatures (DEALL)	15 hours: East Asian Cultures (9); Electives (6). Prerequisites: 15 hours of East Asian language and culture courses.
East Asian Studies (UISP)	15 hours: "Introduction to China and Japan" (3); Critical Perspectives (12).
SPECIALIZATIONS	MINIMUM REQUIREMENTS
International Business Undergraduate Specialization (Business)	15 credit hours (of 121 total BSBA hours) of international business coursework; an international experience (education abroad or international internship); completion of foreign language through 1103 (4-12).
Global Option Certificate (Education & Human Ecology; Engineering; Food, Agricultural & Environmental Sciences; Public Health; Social Work; Business; Public Affairs; City & Regional Planning)	Introductory study abroad and/or a discipline-specific study abroad program; two on-campus courses with strong international focus; world language other than English or native language; one capstone project (research, internship, service learning) in discipline on an international theme; evaluation of global competencies on a standardized assessment; comprehensive e-portfolio of international activities.
International Track (Social Work)	52 credit hours of General Education, including 12 of foreign language and 3-6 of study abroad or second Global Studies course; 35 credits of Social Work major courses, including "International Social Work"; 6 credits of international electives; field placement with an international focus (10 credit, 420 clock-hour).

Ensuring students' success has been a top priority for EASC. **Advising for prospective students:** (1) EASC and EA programs annually organize individualized campus visits for prospective students; and (2) in 2015 and 2016, ICS/EASC hosted EA Language and Culture

Days to introduce opportunities in college-level EA studies to 106 high school students. **Post-matriculation advising:** (1) EASC and EA programs host orientations and welcome functions; (2) college advisors for EA majors meet with incoming undergraduate students individually to provide curriculum advice; (3) the Graduate Program Directors in EASC and EA programs meet with incoming students and assign an academic advisor to each student; and (4) EA language faculty meet with students to map out their plans for language study. (See also B.1., p. 10.)

Advising throughout program: (1) EA academic advisors and staff meet with students on a regular basis to provide academic advising; and (2) DEALL and other departments host CV workshops, candidacy examination preparation workshops, and publication workshops regularly. **Career advising:** EASC annually hosts EA-specific professionalization workshops (10 events, 521 attendees in 2014-17).

H.3. GRADUATE TRAINING IN DISCIPLINES AND PROFESSIONAL SCHOOLS /

GRADUATE REQUIREMENTS: OSU's graduate programs offer extensive EA training options for the 121 MA/PhD students currently in EA studies (see Table 22, p. 41). In 2016-17 alone, we offered 12 EA language and 130 area studies graduate courses (course numbers with 6000 and above) in 12 departments in 5 colleges, including 4 professional school departments. In 2014-17, 18 programs produced 68 EA-related PhDs.

In addition to its MA and PhD programs in Chinese and Japanese, DEALL in 2005 added a unique Chinese-language MA (ACLC), an intensive immersion program in which only Chinese language is used (65 graduates to date). In the same year, EASC inaugurated the IEAS MA Program to train students for professional careers requiring EA expertise (35 graduates to date). More recently, in 2014, EASC created the IEAS MA Program Mid-Career Professional Track to accept the US Military's Foreign Area Officers for training in EA-related disciplines.

Table 22 (p. 41) shows the graduate requirements for EA-related programs at OSU. Notably, EASC's IEAS MA Program, which requires students to complete 49 credit hours while being continuously enrolled in an EA language throughout the program, is the most rigorous among comparable programs at other Title VI institutions.

TABLE 22: Graduate Disciplinary EA Programs, 2016-17

MASTERS	MINIMUM REQUIREMENTS
Chinese MA	30 hours: Chinese bibliography and methodology (3); East Asian language pedagogy (3); Chinese linguistics (6); Chinese literature (6); Electives toward specialty in Chinese literature, linguistics, or language pedagogy (12). Thesis/non-thesis options available.
Japanese MA	30 hours: Japanese bibliography (3); East Asian language pedagogy (3); Japanese linguistics (6); Japanese literature (6); Classical Japanese (3); Electives toward specialty in Japanese literature, linguistics, or language pedagogy (9). Thesis/non-thesis options available.
Advanced Chinese Language and Culture MA	32-36 hours: Content Courses in Chinese on language, history, media and a research project; summer pre-capstone; autumn capstone; spring MA thesis/project. Prerequisites: FSI/ILR level 2 for Mandarin.
Interdisciplinary EAS MA	49 hours: Introduction to Graduate-Level East Asian Studies (4); Chinese, Japanese, or Korean language (12); Courses in concentration (21); Courses outside concentration (12). Students must complete at least the third level of the language before graduation. Thesis/non-thesis options available.
Interdisciplinary EAS MA: Mid-Career Professional Track	32 hours: Introduction to Graduate-Level East Asian Studies (2); Courses in concentration (18); Courses outside concentration (12). Students must continue language study each term by taking 5th-level and above content-oriented language courses or using language in reading and/or research. Thesis/non-thesis options available. Prerequisite: completion of 4th level of EA language prior to admission.
DOCTORAL	MINIMUM REQUIREMENTS
Chinese PhD	50 hours beyond the MA, including course work (30; 6 in DEALL) and dissertation (20). Specialties in Chinese literature, linguistics, or language pedagogy available. Six courses required for major field and 2 courses for each minor area of concentration. Students must demonstrate proficiency in a second East Asian language, with a minimum ability equivalent to successful completion of the first two levels.
Japanese PhD	50 hours beyond the MA, including course work (30; 6 in DEALL) and dissertation (20). Specialties in Japanese literature, linguistics, or language pedagogy available. Six courses required for major field and 2 courses for each minor area of concentration. Students must demonstrate proficiency in a second East Asian language, with a minimum ability equivalent to successful completion of the first two levels.
CERTIFICATES	MINIMUM REQUIREMENTS
Graduate Interdisciplinary Specialization in Chinese Cultural Studies	12 hours from the GIS in CCS course list; courses not on list may be approved on a case-by-case basis. Three of four courses must be selected from outside student's home department. No more than two courses may be from a single department. No more than one course may be a language course, although Chinese language study is strongly encouraged as a background to the specialization.

OSU's professional schools also provide a number of training options in EA studies, as shown in Table 23 (p. 42). For example, the College of Education offers a MEd in Foreign/World Languages with sub-specializations in teaching K-12 Chinese and Japanese. The dual PhD program between OSU Material Sciences and Shanghai Jiao Tong University in China require OSU students to spend a minimum of 2 years at Shanghai Jiao Tong University and have faculty advisors at each university serving on candidacy and dissertation committees. Table 23 (p. 42) also shows the requirements of programs in professional schools. (See Table 21 [p. 39]

for undergraduate programs in professional fields.) The strength of these programs is evidenced by the fact that approximately 17% of our 2014-18 graduate FLAS recipients were from 5 professional schools (Agriculture, Education, Law, Medicine, Social Work).

TABLE 23: Programs in Professional Fields, 2016-17

PROGRAM	MINIMUM REQUIREMENTS
Education & Human Ecology	
PhD: Foreign, Second and Multilingual Language Education	80 credit hours in foreign language, second language learning, educational research, teaching and learning theory, and diversity in education, including core courses (8), specialization courses (24), research methods (9), research apprenticeship (6), dissertation (6), and breadth requirement (3).
EdS: Foreign, Second and Multilingual Language Education	Specialization leading to an Education Specialist degree; requires 36 hours post MA/MS, including core requirements (17), specialization requirements (15), apprenticeship (3-6), and applied project (1-15).
MEd: Foreign/World Languages	Prerequisites: 30 credit hours of Chinese or Japanese language coursework, two education courses, and at least one culture and one literature course, must complete two ACTFL/LTI assessments and achieve at least Intermediate High; requires 38 credit hours in education courses, including 10 credit hours of supervised student teaching; upon completion, candidates apply for the State of Ohio's multi-age K-12 teaching license in the target language.
Engineering	
Master of Global Engineering Leadership	Online degree program designed for working engineers with global issues infused by faculty from Engineering, Public Affairs, and Business; requires 33 credit hours including leadership courses (16-17), technical track specialization (12-13), and integrative project (5).
Dual PhD Program: OSU Materials Science and Shanghai Jiao Tong University	Requires a minimum of 2 years at each university although the two years do not need to be consecutive; the schedule must allow the students to meet the degree requirements of each institution; students have faculty advisors at each university with both serving on candidacy and dissertation committees.
Business	
MBA: International Business Graduate Major	Requires 12 credit hours (of 57 total MBA hours) aimed at providing an understanding of international business principles, as well as the languages and cultures of other countries; advised to focus coursework and international experience on one region of the world; provide certification of language competency for the region of specialization upon graduation.
Global Business Expeditions	Business and cultural insight classes and travel led by Fisher faculty and another staff expert with deep country, functional or topic expertise; integrate industry expertise with a global context.
Law	
JD: International and Comparative Law Specialization	Requires 88 credit hours, 38-43 of which are required courses; students choose from dozens of law courses with international focus.
International Trade and Development Certificate	Requires 30 credit hours; 15 with Law and 15 with other departments; all coursework subject to approval of faculty.
Public Health	
Graduate Interdisciplinary Specialization: Global Health	Requires 15 credit hours, including 9 completed outside of the student's home program; core course focuses on the basic components of population health, while the electives allow students to pursue topics across the other health sciences colleges for an interdisciplinary experience; an international field experience is also required.

H.4. RESEARCH AND STUDY ABROAD: OSU is a national leader in study abroad, ranking 5th in the country and 1st in the Big Ten for the number of students studying abroad. Of the 2,734 study abroad participants in 2016-17, 9.51% chose EA destinations. Currently, 31 formal study abroad programs are in place in EA countries (Greater China: 12, Japan: 14, Korea: 5) (see Table 24). China is the third most popular non-English study abroad destination, after

TABLE 24: Select Formal EA Study Abroad Programs at OSU

PROGRAM	VENUE	TERM	SUBJECT
CHINA			
Intensive Chinese language Study in Suzhou	Suzhou University, Suzhou	Summer	Chinese
China: Agricultural Energy, Environment, and Sustainable Buildings	Beijing, Hangzhou, Shanghai	Summer	Food, Agricultural & Biological Engineering
Fisher College of Business Undergraduate Exchange	Peking University, Guanghua School of Management, Beijing	Semester or Year	Business
Moritz College of Law Exchange	East China University of Political Science and Law, Shanghai	Semester or Year	Law
JAPAN			
Exploring Japan through Sport, Wellness & Culture	Tsukuba University	Summer	Kinesiology
Japan: Architecture, Landscapes, Urbanism	Kanazawa, Kyoto, Nagoya, Nara, Osaka, Takayama, Tokyo, Toyota	Winter Break	Architecture
Public Health Perspectives: Japan	Fukuoka, Hiroshima, Minamata, Sendai, Tokyo, Toyama-shi	May	Public Health
Waseda University Exchange Program	Tokyo	Year	DEALL, Economics, Political Science, Sociology
KOREA			
Korea Aerospace University International Summer Program	Korea Aerospace University	Summer	Engineering
Korea University Exchange Program	Korea University	Semester or Year	Education
Sogang University	Sogang University	Semester or Year	Korean
TAIWAN			
Taipei National University of the Arts, Taiwan	Taipei	Semester	Dance
Moving (and Eating) Around Taiwan: A Bus, Subway & High Speed Rail Systems Planning Workshop	Taipei	Spring Break	City and Regional Planning
Retail and Retail Sourcing in Asia	Chungnam National University, China; Daejeon, Hong Kong, Seoul, Shenzhen	May	Fashion & Retail Studies

Germany and Spain. Our study abroad programs are diverse, ranging from two-year dual degree programs and year-long exchange programs to semester-long to month-long options, in a wide variety of subjects. OSU has developed several strategies to increase the number of students

studying abroad by 5 percent each year through 2019-20. As a result, 730 students studied in EA countries in 2014-17 (see C.1.a). OSU also offers a variety of internship programs in EA. In 2016, EASC established the Teraoka Internship Program in Japan. In 2016, China Gateway and EASC inaugurated the Global Leadership Academy in China. During the next cycle, OSU will join the Campus-in-Campus Initiative, developed by Tsukuba University in Japan, to share research and educational resources without national or institutional barriers.

In addition to the OSU-sponsored study abroad options mentioned above, OSU students can (1) apply for Individualized Study Abroad Programs to study at a foreign institution with which OSU does not have a formal program; (2) participate in study abroad programs managed by outside providers that OSU approves (China: 2, China/Japan: 2, Korea: 3); and (3) attend consortia, such as the Inter-University Center at Yokohama and the Inter-University Program at Beijing. Finally, EASC supports the IUSLW and CESSI summer language programs which teach least-commonly-taught EA languages, such as Mongolian and Uyghur.

CRITERION I: OUTREACH

I.1.a. OUTREACH TO K-12 SCHOOLS: Since its inception, EASC has been active in K-12 teacher training and committed to the acquisition of global competency among K-12 students. In 2014-17, EASC trained or shared teaching materials with 3,973 teachers and reached out to

TABLE 25: EASC's Regional and National K-12 Impact, 2014-17

K-12 TEACHER TRAINING	EVENTS	AUDIENCE	SCOPE
One-day content workshops	9	116	Ohio
Multi-day seminars	7	120	Midwest
Long-term professional development programs	3	65	Nation
Presentation of resources	7	678	Ohio
Teachers accessing EASC curriculum tools (unique visitors)	N/A	2,994	Nation
Subtotal: K-12 Teachers Trained	26	3,973	
K-12 DIRECT OUTREACH	EVENTS	AUDIENCE	SCOPE
Cultural and special events in schools	3	611	Midwest
Workshops for K-12 students	8	805	Midwest
Speech contests for K-12 students	3	280	Ohio
EASC resources shared (culture boxes)	25	2,045	Nation
Subtotal: K-12 Students Reached	39	3,741	

3,741 students (see Table 25).

One-day/multi-day teacher training: K-12 teachers' needs are diverse. For those who need to acquire or improve skills to incorporate EA studies into their classroom in a shorter period of time, ASCs host numerous one-day/multi-day teacher training

programs. During this cycle, we regularly offered multi-day Global Teacher Seminars (e.g., “Water Security for the 21st Century” taught by Prof. Motomu Ibaraki), OPI/WPT workshops, and EA language pedagogy seminars (e.g., “Core Practices in World Language Education” led by EHE faculty, Prof. Francis Troyan). One-day teacher training workshops allow us to address specific needs. For example, in 2016, Prof. Mengjun Li at University of Southern California offered a workshop, “Memory & Text: Exploring Memory through ‘The Poem of Mulan’ and its Modern and Western Adaptations,” at OSU to incorporate Chinese literature into K-12 non-language courses (24 teachers trained). **Long-term teacher training:** For those who need extensive training, we offer long-term professional development programs that begin with an intensive week-long residential seminar and continue for months after with curriculum development, implementation, and follow-up components. In 2016, IKS director, Prof. Mitchell Lerner, hosted a week-long workshop for more than 40 teachers, titled “Teaching East Asia: Classroom Ideas for a Dynamic Region.” In 2016 and 2017, with the support of the Freeman Foundation, EASC offered week-long National Consortium for Teaching about Asia seminars with EA faculty from Ohio colleges (37 teachers trained). **Teaching resources:** From 2014-17, EA-faculty-led K-12 teacher training resulted in the generation of 102 downloadable lesson plans. During the same period, 2,994 teachers (unique visitors) from all over the country accessed our online teaching materials. **Direct outreach:** In our direct outreach events, faculty play an increasingly larger role. In 2015, for example, Prof. Chan Park conducted a Korean culture workshop for about 200 students and their teachers at the Graham School in Columbus (38% minority).

I.1.b. OUTREACH TO POSTSECONDARY INSTITUTIONS: As the sole EA NRC in the State of Ohio, EASC is committed to promoting EA research regionally and nationally, as shown in Table 26 (p. 46). **Lecture series/conferences/workshop:** In 2014-17, ICS, IKS, and IJS organized 119 lectures, reaching close to 4,500 people. Table 27 (p. 47) shows the 21 conferences that EASC faculty organized in 2014-17. Many of the 1,271 attendees were not only from different parts of the country but from overseas institutions as well. During the next cycle, we plan to support 17 conferences (see II: NRC Budget). In addition to lectures and conferences,

we hosted numerous workshops (e.g., grant writing workshops [for faculty]; professional development workshops [for undergraduate/graduate students]). To reach out to non-EA-specialists, EASC also hosted events that introduce different aspects of EA cultures and languages. **Arts programming:** OSU has a large cluster of faculty who focus on EA pop culture and performing arts. In 2015, collaborating with OSU's Billy Ireland Cartoon Library and Museum, EASC organized the "World of Shoyo Manga" exhibit (2,241

TABLE 26: EASC's Postsecondary Impact, 2014-17

PROGRAMS FOR OSU & OTHER MAJORITY INSTITUTIONS	EVENTS	AUDIENCE	SCOPE
Lectures	119	4,453	Ohio
Conferences/Symposia	21	1,271	Regional/ National
Workshops	18	1,119	Ohio
Cultural and Special Events	5	5,700	Ohio
Arts Programming (Exhibitions, Performances, Films)	25	4,696	National
Professionalization Programs	16	1,256	Ohio
Academic Program Recruitment, Orientations, Info Sessions	37	497	National
Information Dissemination at National Conferences	2	118	National
EASC Resources Shared	2	680	Ohio
Subtotal	245	19,790	
PROGRAMS TARGETED AT UNDERREPRESENTED STUDENTS, COMMUNITY COLLEGES, AND MSIs	EVENTS	AUDIENCE	SCOPE
Lectures	12	443	National
Workshops	2	15	National
Professionalization Programs	1	500	Ohio
Subtotal	15	958	
TOTAL	260	20,748	

attendees). To respond to the growing interest in EA films, EASC started the EA film series this cycle (14 films screened). The multi-campus film tour of "The Bacchus Lady" with director E J-yong, organized by IKS, was particularly successful. Over 460 people saw the film in Michigan, Minnesota, Ohio, Pennsylvania, and Wisconsin. **Programs for underrepresented groups:** EASC encourages underrepresented groups to pursue academic programs and careers involving East Asia through participation in events, including the Wilberforce University (HBCU) Career Fair (500+ annually). For the past 4 years, EASC has carefully developed strong partnerships especially with CSCC, Lakeland Community College, and Spelman College (HBCU). The partnerships resulted in 14 lectures and workshops with 458 attendees.

I.1.c. OUTREACH TO BUSINESS, MEDIA, AND THE GENERAL PUBLIC: Business:

EASC collaborates with other campus units and CCWA to organize business seminars in down-

TABLE 27: Conferences, 2014-17

YEAR	CONFERENCE TITLE & ATTENDANCE
2014	Buckeye East Asian Linguistics Forum (75)
2015	China and the Jews in the Modern Era (80)
2015	ICS Graduate Forum: Global and Transnational Experiences (55)
2015	Manga at a Crossroads I & II (200)
2015	Memory & Text in Premodern East Asia: Concepts, Theories & Methods (40)
2015	The Physical World and Spiritual Values: A Comparative Exploration of China, Japan, and the West (70)
2015	The Second Premodernist Grad Conference (65)
2016	3rd Workshop on Innovations in Cantonese Linguistics (50)
2016	Buckeye East Asian Linguistics Forum 2 (64)
2016	Classical Korean Literature in Dialogue with East Asian Oral Traditions (35)
2016	East Asian Book History (7)
2016	History of Art Graduate Student Conference: Encountering the Interface (58)
2016	ICS Graduate Forum (35)
2016	Water, Culture, and Society in Global Historical Perspective (32)
2017	IEAS MA Program Graduate Forum (34)
2017	11th International Conference on Conflict Resolution Education (110)
2017	A Gateway to Chinese Theater: Texts and Performance, 1100-1850 (17)
2017	ICS Graduate Forum (21)
2017	International Japanese English Translation Conference (187)
2017	Water, Culture, and Society in Global Historical Perspective II (36)

town Columbus, such as “Global Health: How China Impacts the World” by Dr. Yanzhong Huang of the Council on Foreign Relations (2014-17: 6 events reaching 674 business executives). **Media:** EASC faculty have been active in appearing in the

media. For example, the *Wall Street Journal* frequently cited Prof. Oded Shenkar, *Mainichi Newspaper* interviewed Prof. Etsuyo Yuasa, and *Washington Post* published several op-ed articles written by Prof. Mitchell Lerner. Other venues include *China Daily*, *The Columbus Dispatch*, *Dayton Daily News*, *Forbes*, *The Japan Times*, *Korea and the World*, *The New York Times*, NPR, and WOSU Public Media. **General public:** Virtually all of EASC’s events are open to the general public, and counting only the attendance at the 16 EASC off-campus events geared specifically toward the general public, EASC reached 213,675 community members during 2014-17 (see C.2.).

CRITERION J: FLAS AWARDEE SELECTION PROCEDURES

J.1.a. FLAS ADVERTISING: EASC strives to aggressively promote the FLAS program.

Advertising begins in early November and continues until February with a concerted campaign consisting of: (1) emails to all graduate (10,708) and professional (3,219) students; (2) emails to main campus undergraduate students (45,946); (3) emails to all OSU faculty and staff; (4)

information sessions conducted by EASC; (5) EASC-generated mailings to STEM department chairs and academic advisors; and (6) posting on the websites and social media pages of EASC, OIA, and professional schools. EASC also reaches out to individual EA faculty/teaching staff to request their assistance in sharing the opportunity with eligible students.

J.1.b. HOW STUDENTS APPLY: OSU has a standardized application process for all of its Title VI centers. In 2017, the OSU ASCs implemented an innovative new online application utilizing Qualtrics, streamlining the process of applying for students and the process of administering for all ASCs. Alerted by the various forms of publicity, students apply online, answering numerous questions and uploading required documents to the secure server. Students with impairments can request assistance through the Office for Disability Services at any point in the process. Students can phone, email, or make in-person appointments with the EASC FLAS coordinator at any time. They can also attend the multiple information sessions and, for those unable to attend in person, a downloadable PowerPoint file is available on the EASC website. Applications can be submitted until 4:30 p.m. on the day of the deadline.

J.1.c. SELECTION CRITERIA USED: EASC awards its FLAS fellowships based on academic merit, professional potential, and financial need. Graduate and undergraduate applications are judged separately. Each graduate application must contain biographical information, a narrative statement outlining the applicant's need for language and area studies coursework to achieve academic and/or professional goals, 3 letters of reference, GRE (or LSAT or GMAT) scores, transcripts, a 2-page resume/CV, and a budget statement. In determining merit, highest priority is given to candidates proposing to study at the advanced level before entering government service; second-highest priority is given to students planning to study at the advanced levels in the first three years of their graduate or professional program; third-highest priority is given to students planning to study at the intermediate level or above in non-prototypical fields. Undergraduate applicants must submit evidence of junior standing in a STEM field, with successful completion of two years of EA language at the college level as well as a cumulative GPA of 3.4. They must also submit 3 letters of reference (at least one from a STEM professor and

another from a language faculty) as well as all the other documents submitted by graduate students listed above. Undergraduates must study the language at the advanced level to be considered. All applicants must submit a Free Application for Federal Student Aid (FAFSA) to be eligible. The committee assesses and ranks applicants in the respective pools based on: (1) the student's intellectual potential; (2) quality and appropriateness of the proposed study; (3) prior proficiency and evidence of aptitude in an EA language; and (4) the likelihood of making use of the proposed language in their professional careers. The Office of Student Financial Aid then provides data on financial need (expected cost of attendance minus the expected family contribution) for the applicants deemed to have both sufficient academic merit and professional potential. From this list, priority is given to students with significant financial need.

J.1.d. WHO SELECTS: A committee composed of no fewer than 5 EASC faculty from at least 4 different departments from at least 3 colleges and chaired by the EASC director chooses the FLAS fellows. Committee membership rotates every year but careful attention is paid to ensure a high-quality, interdisciplinary committee, with representation from China, Japan, and Korea faculty. Each committee member individually previews and ranks the FLAS applicants in accordance with standardized EASC scoring sheets. Committee members must disclose professional relationships with applicants. The committee meets to discuss and rank applicants with academic merit. Once financial need information is gathered, the committee then decides upon all finalists and at least 3 alternates.

J.1.e. TIMELINE: In early November, the publicity campaign launches and the application period opens. The application deadline is February 1, or the next weekday if it falls on a weekend. Simultaneously, applicants must submit the FAFSA by OSU's priority deadline of February 1. By mid-February, copies of all applications, together with EASC FLAS priority information and scoring sheets, are shared with that year's faculty committee in advance of an early March meeting. Once the committee ranks applicants by merit, the Office of Financial Aid supplies data on each applicant's financial need for the committee's consideration. Award notifications are sent out by mid-March and students are asked to accept or decline by April 15. The FLAS

coordinator meets with all FLAS fellows to ensure compliance with the terms of the award.

J.1.f. ANNOUNCED PRIORITIES: EASC currently implements FLAS Competitive Priority 1 by giving preference in awarding fellowships to students who demonstrate financial need (see J.1.c and J.1.e). From 2014-18, 74% of our FLAS awardees were determined to have high need while another 11% had moderate to high need, as determined by the Office of Student Financial Aid. EASC also currently meets FLAS Competitive Priority 2. Indeed, from 2014-18, 100% of our 93 Academic Year and Summer FLAS awards were for the study of Chinese, Japanese, and Korean, all considered less-commonly-taught languages. In the next cycle, EASC will continue to (1) give competitive preference to applicants with academic merit and professional potential who also demonstrate financial need as defined in Part F of Title VI of the Higher Education Act; and (2) adopt the competitive priority of awarding a minimum of 25% of all Academic Year FLAS awards to less-commonly-taught languages.

CRITERION K: COMPETITIVE PRIORITIES

K.1.a. NRC COMPETITIVE PRIORITY 1: EASC proposes to (1) host CSCC-OSU annual “When East Meets West” conferences as part of CSCC’s College Credit Plus program; (2) create EA learning modules to be used in CSCC classes, such as History of Medicine; (3) send EASC faculty to Lakeland Community College and smaller colleges in Ohio; and (4) continue faculty exchanges with Spelman College (HBCU) to meet NRC Competitive Priority 1 (see A.1.a).

K.1.b. NRC COMPETITIVE PRIORITY 2: EASC will partner with OSU’s College of Education to host (1) annual week-long Global Teacher Seminars for in-service teachers; and (2) Chinese language pedagogy workshops on ACTFL-endorsed Core Practices for Chinese pre- and in-service language teachers to meet NRC Competitive Priority 2 (see A.1.b).

K.2.a. & K.2.b. FLAS COMPETITIVE PRIORITIES: EASC will (1) give competitive preference to applicants with academic merit and professional potential who also demonstrate financial need as defined in the Higher Education Act (85% showed moderate to high need in 2014-18); and (2) adopt the competitive priority of awarding a minimum of 25% of all Academic Year FLAS awards to less-commonly-taught languages (100% in 2014-18) (see J.1.f).

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- Letter 1: Dr. Jennifer Nardone, associate professor of humanities, Columbus State Community College
- Letter 2: Dr. Tinaz Pavri, professor of political science and director of the Asian Studies Program, Spelman College
- Letter 3: Dr. Tami Augustine, clinical assistant professor of social studies and middle childhood education and director of teacher education, The Ohio State University College of Education and Human Ecology
- Letter 4: Dr. Scott Herness, dean, The Ohio State University Graduate School

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FY 2018 PROFILE FORM

NATIONAL RESOURCE CENTERS | CFDA 84.015A

FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS | CFDA 84.015B

(www.Grants.gov Part III/Other Attachments Form)

Type of Application (check all that apply)

- ☒ Comprehensive National Resource Center
☐ Undergraduate National Resource Center
☐ Foreign Language and Area Studies Fellowships

Federal Funds Requested

NRC Request

Year 1: \$270,000 Year 2: \$270,000 Year 3: \$270,000 Year 4: \$270,000

FLAS Request

Year 1: \$346,500 Year 2: \$346,500 Year 3: \$346,500 Year 4: \$346,500

Type of Applicant

- ☒ Single institution: The Ohio State University
☐ Consortium of institutions
 ☐ Lead _____
 ☐ Partner 1 _____
 ☐ Partner 2 _____
 ☐ Partner 3 _____

NRC (Center, Institute, Program) Focus

An application may focus on a single country or on a world area or on international studies or the international aspects of contemporary issues or topics (see 34 CFR Part 656, §656.4)

- | | |
|--|--|
| <input type="checkbox"/> AFRICA | <input type="checkbox"/> MIDDLE EAST |
| <input type="checkbox"/> CANADA | <input type="checkbox"/> PACIFIC ISLANDS |
| <input checked="" type="checkbox"/> EAST ASIA/PAN ASIA | <input type="checkbox"/> RUSSIA, EASTERN EUROPE, EURASIA |
| <input type="checkbox"/> EUROPE | <input type="checkbox"/> SOUTH ASIA |
| <input type="checkbox"/> INTERNATIONAL | <input type="checkbox"/> SOUTHEAST ASIA |
| <input type="checkbox"/> LATIN AMERICA and the CARIBBEAN | <input type="checkbox"/> WESTERN EUROPE |

FLAS-eligible Languages: These are the languages for which students may apply for FLAS fellowships (now), because the institution is either using a program of performance-based training or developing a performance-based training program.

Chinese (Mandarin), Japanese, Korean

ACRONYMS LIST (in alphabetical order)

ACRONYM	FULL TITLE
ABS	Absolute (Priority)
ACLC	Advanced Chinese Language and Culture Program
ACTFL	American Council on the Teaching of Foreign Languages
AEDECON	Agricultural, Environmental, and Development Economics
AGSYSMT	Agricultural Systems Management
ASC	Area Studies Centers
BUSMGT	Business: Management Sciences
BUSMHR	Business: Management and Human Resources
C/J/K	Chinese/Japanese/Korean
CAS	College of Arts and Sciences
CCWA	Columbus Council on World Affairs
CESSI	Central Eurasian Studies Summer Institute
CLLC	Center for Languages, Literatures, and Cultures
COMP	Competitive (Priority)
COMPSTD	Comparative Studies
CSCC	Columbus State Community College
DEALL	Department of East Asian Languages and Literatures
EA	East Asian
EASC	East Asian Studies Center
EHE	College of Education and Human Ecology
FAFSA	Free Application for Federal Student Aid
FLAS	Foreign Language and Area Studies Fellowship Program
GEPA	General Education Provisions Act
GTA	Graduate Teaching Associate
HBCU	Historically Black Colleges and Universities
ICS	Institute for Chinese Studies
IEAS	Interdisciplinary East Asian Studies Program
IJS	Institute for Japanese Studies
IKS	Institute for Korean Studies
IUSLW	Indiana University Summer Language Workshop
MECHENG	Mechanical Engineering
MEDREN	Medieval and Renaissance Studies
MOA	Memoranda of Agreement
MOU	Memoranda of Understanding
MSI	Minority-Serving Institution
NEALRC	National East Asian Languages Resource Center
NELC	Near Eastern Languages and Cultures
NRC	National Resource Center
OATC	Ohio Association of Teachers of Chinese
OATJ	Ohio Association of Teachers of Japanese
OIA	Office of International Affairs
OPI	Oral Proficiency Interview
OSU	The Ohio State University
OSUL	The Ohio State University Libraries
SPEAC	Summer Programs in East Asian Concentration
STEM	Science, Technology, Engineering, and Mathematics
UCAT	University Center for the Advancement of Teaching
UISP	Undergraduate International Studies Program
USEd	US Department of Education
WPT	Writing Proficiency Test

INFORMATION REQUIREMENT 1: Diverse Perspectives and Wide Range of Views in Funded Activities

The Ohio State University's East Asian Studies Center (EASC) is committed to conducting activities that reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs.

NRC: For the NRC program, our core activities are (1) collaborations with community colleges and Minority-Serving Institutions (MSI), (2) teacher training, (3) LCTL and EA area studies instruction, (4) postsecondary outreach, and (5) community outreach. (1) For collaborations with community colleges and MSIs, EASC works with OSU's Office of Diversity and Inclusion, Columbus State Community College, Lakeland Community College, and MSIs, such as Spelman College. (2) In terms of teacher training, EASC works closely with EA faculty around the state as well as with other units on campus (College of Education), state agencies (Ohio Department of Education), and teacher organizations (Ohio Association of Teachers of Chinese) to calibrate our programs to reflect a wide range of views. (3) In terms of LCTL instruction, Title VI supported least-commonly-taught and advanced-level language courses (Uzbek, Level 5 Korean, and Japanese interpretation) will expose students to a wide range of communicative views. In area studies instruction, the topics of Title VI-supported courses will range from space policy in East Asia (STEM) and geography of China (social science) to Japanese art and film (art) and representations of Asia in pop culture (pop culture). The backgrounds of our 71 faculty members and teaching staff are very diverse, with 37% women, 51% Asian-American or Asian, and with PhDs and MA degrees (highest degree obtained) earned from 40 institutions in North America, Europe, and Asia. (4) As for postsecondary outreach, EASC's conferences and lectures are interdisciplinary and/or transnational in nature, include minority perspectives (e.g., ethnic minorities, such as Yi and Bai), and cover the whole gamut of area studies and aim to provide a comprehensive, holistic understanding of the region, the relationships of countries within the region, and its relation to the world. In addition, these events include adequate time for Q&A and discussion to encourage debate and allow for conversation that offers the opportunity for a variety of opinions to be represented. (5) In terms of our community outreach, EASC works closely with 20 Ohio school districts to reach out to K-12 students, non-profit organizations (Columbus Council of World Affairs) to reach out to business leaders, and diverse employers, including various US government agencies, to expose students to a wide range of views on potential career prospects in international affairs.

FLAS: In the FLAS program, we embody the principles of diverse perspectives through (1) our selection process and (2) the selection criteria. (1) In terms of the selection process, other than the EASC director, membership in the FLAS selection committee rotates annually among EASC faculty members. In 2014-18, 20 individual EASC faculty members served on this committee with 10 departments and 3 professional schools represented. We will continue these practices in the 2018-22 cycle. (2) For the selection criteria, EASC has given consideration to candidates from a variety of disciplines to ensure that successive cohorts of FLAS graduates will contribute to debate on world regions and international affairs from different disciplinary perspectives. In 2014-18, our awards have been distributed to the arts and humanities (41%), interdisciplinary programs (29%), STEM fields (16%), non-STEM professional schools (11%), and the social sciences (3%). We will continue to implement such breadth of disciplinary coverage for our graduate FLAS allocations. Furthermore, EASC will continue undergraduate FLAS awards in STEM fields to enable these students to contribute to debates on international affairs as well.

INFORMATION REQUIREMENT 2: Government Service in Areas of National Need and in Other Employment Sectors

NRC: The Ohio State University's East Asian Studies Center is committed to activities that address national needs for government service as identified by the US Department of Education as well as the needs of the education, business, and nonprofit sectors. By offering instruction in 4 priority languages (in-depth and domain-specific Mandarin Chinese, Japanese, and Korean, in addition to Uzbek) as well as a broad range of area studies courses, EASC is preparing the next generation of experts to lead the US in the complex and deepening relationships with East Asia.

In terms of **government service**, East Asian languages and cultures are among the top areas of interest for at least 8 federal agencies that responded to the USEd National Need Consultation. In order to meet this demand, (1) EASC newly created a Foreign Area Officer track in our Interdisciplinary East Asian Studies MA program to improve the East Asia-related expertise of military personnel; (2) EASC and the other area studies centers work with representatives from government agencies, such as the Department of State, the CIA, the FBI, the Defense Intelligence Agency, and the Government Accountability Office, to increase relevant career placements for OSU EA studies students; and (3) EASC co-organizes an annual symposium on East Asian national security issues with OSU's Mershon Center for International Security Studies and hosts numerous security-related lectures and conferences.

EASC will address the need for highly-trained PhDs and specialists for **academia** and **international education** by (1) offering a portfolio of priority languages at the advanced levels; (2) sponsoring relevant lecture series, conferences, publications, and digital sites; (3) continuing to build the OSU EA library collection; (4) offering placement support with career talks; and (5) contributing to the internationalization of K-12 education through a battery of teacher training programs in collaboration with OSU's College of Education, the Ohio Department of Education, the Ohio Association of Teachers of Japanese, and the Ohio Association of Teachers of Chinese as well as through the development of digital K-12 resources.

To expand the pool of globally competent experts in the **business sector**, EASC will (1) offer professional Japanese interpretation and Level 5 Korean language courses; (2) organize EA-focused professionalization workshops; and (3) collaborate with the Fisher College of Business, the Columbus Council on World Affairs, and other professional organizations to offer business seminars to working professionals in Central Ohio.

FLAS: EASC's 2018-22 FLAS program continues to implement the criterion of giving highest priority to those students who propose to study priority languages at the advanced level and plan to enter **government service** upon graduation. Based on our placement records, EASC is confident that this policy will yield qualified graduates. To address the needs of the **education, business and non-profit sectors**, EASC gives second highest priority to students studying priority languages at the advanced level in the first three years of their graduate programs. In addition, our undergraduate FLAS criteria prioritize students who combine an EA language with a STEM field. In this manner, EASC's FLAS program ensures that MA, PhD, and professional degree students acquire advanced competency early in their training, and STEM students enter the workforce with EA expertise.

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EXPLANATION OF PERCENTAGE EAST ASIA

EASC determines percentage of time spent on East Asia by quantifying faculty/staff time spent on research, teaching, outreach, and administrative tasks devoted to East Asian initiatives.

EXPLANATION OF LANGUAGE PROFICIENCY SCALE USED IN BIOGRAPHIES

EASC utilizes the Inter-Agency Language Roundtable (ILR) scale to rate the faculty and staff language proficiency levels in this biographical information appendix. The five-point ILR scale, formerly called the Foreign Service Institute (FSI) scale, is used by numerous government agencies, such as the Foreign Service Institute and the Defense Language Institute. The following are descriptions of the five levels employed:

1. *Elementary Proficiency (Level 1 or S-1):*

Able to satisfy routine travel needs; understand simple questions and statements; makes frequent mistakes in pronunciation and grammar but is able to be understood by a native speaker used to dealing with foreigners.

2. *Limited Working Proficiency (Level 2 or S-2):*

Able to satisfy routine social demands and limited work requirements; can handle basic conversation on topics such as current events, family, and autobiographical information with confidence; speaks with an accent but is usually intelligible.

3. *Professional Working Proficiency (Level 3 or S-3):*

Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics; can discuss particular interests with reasonable ease; has vocabulary which is broad enough that he or she rarely has to grope for a word.

4. *Full Professional Proficiency (Level 4 or S-4):*

Able to use the language fluently and accurately on all levels normally pertinent to professional needs; can understand and participate in any conversation within the range of own personal and professional experience with a high degree of fluency; can handle interpreting from and into the language.

5. *Native or Bilingual Proficiency (Level 5 or S-5):*

Has speaking proficiency equivalent to that of an educated native speaker; has complete fluency in the language, such that speech on all levels is fully accepted by educated native speakers in all of its features, including breadth of vocabulary and idiom, colloquialisms, and pertinent cultural references.

PROJECT DIRECTOR:**ETSUYO YUASA****100% East Asia****Associate Professor, Department of East Asian Languages and Literatures (tenured)**

Education: PhD, University of Chicago, 1998; BA, Showa Women's University, 1988.

Pedagogy Training: SPEAC Teacher Training, The Ohio State University, 1997.

Nat'l/Int'l Service: Fulbright National Screening Committee, 2008, 2010; Program Co-Chair, Pragmatics, Grammatical Interface, and Jerry Sadock Conference, 2008; Program Co-Chair, Central Association of Teachers of Japanese Conference, 2005; Treasurer, Ohio Association of Teachers of Japanese, 2000-2004; Referee for *Journal of Japanese Linguistics*, *Language*, *Language Science*, *Japanese Language Education*, *Multifaceted and Interdisciplinary Linguistics*; Reviewer for American Association of Teachers of Japanese Seminars, Japanese Society for Language Sciences Conference, Japanese Korean Linguistics Conference.

University Service: OIA China Gateway Faculty Advisory Committee, 2015-present; OIA China Gateway Grant Committee, 2015-present; OIA Academic Enrichment Research Grants Selection Committee, 2014, 2016, 2017; National East Asian Languages Resource Center Advisory Committee, 2014-present; Japanese Studies Librarian Search Committee, 2014-2016; East Asian Studies Center Director, 2013-present; DEALL Chair Search Committee, 2013; Graduate School Fulbright Committee, 2012-2015, 2017; FLAS Committee, 2012-present; Departmental Tenure and Promotion Committees, 2009-2010, 2011-2012, 2014-2015, 2015-2016; East Asian Studies MA Program Graduate Committee, 2009-2011; Language Program Director, 2007-2008, 2009-2010, 2012-2014; DEALL Search Committees, 2007-2008, 2010-2011; DEALL Faculty Advisor for Study Abroad 2007-2013; Graduate Studies Director, 2005-2007; Undergraduate Studies Director, 2003-2005; Japanese Individualized Instruction Program Director, 1998-2015.

Pedagogy Service: Host, proctor, Japanese-Language Proficiency Test, 2014, 2015, 2016, 2017.

Field Experience: Japan

Languages: Japanese (5)

EA Courses Taught: Japanese Levels 1, 2 and 5; Japanese Language: Structure, Culture, and Communication; Japanese Syntax. [Number of EA courses taught: 7]

Pedagogy Courses: Pedagogical Syntax (Japanese); Teaching East Asian Languages at the College Level.

Specialization: Japanese linguistics; syntax-semantics interface; individualized instruction; pedagogy-linguistics interface.

Publications: "Practical linguistics of Japanese: Japanese linguistics' contributions to teaching *dareka/nanika*," *Journal of Japanese Linguistics*, pp. 43-64, 2017; *The Proceedings of the Manga Symposia: Manga at a Crossroads*, co-edited, Columbus, Ohio: OSU Knowledge Bank, 2016; *Buckeye East Asian Linguistics 2*, co-edited, Columbus, Ohio: OSU Knowledge Bank, 2016; "Personalized instruction for advanced Japanese," *Proceedings of the 26th Central Association of Teachers of Japanese Conference*, 2016; *Individualized Instruction in East Asian Language*, edited, Columbus, Ohio: National East Asian Languages Resource Center, 2013; *Pragmatics and Autolexical Grammar: In Honor of Jerry Sadock*, co-edited, Amsterdam: John Benjamins, 2011; "From the core to the periphery: The tense system in Japanese," *Japanese Language and Literature*, vol. 42, pp. 495-510, 2008; "An autolexical account of variation in grammatical relations," *The Proceedings of the 41st Annual Meeting of Chicago Linguistics*, pp. 285-299, 2008; "A multi-modular approach to gradual change in grammaticalization," co-authored, *Journal of Linguistics* 44, pp. 45-86, 2008; *Modularity in Language: Constructional and Categorical Mismatch in Syntax and Semantics*, Berlin: Mouton de Gruyter, 2005; "Japanese individualized instruction program: Goals and practice," *Sekai-no Nihongo-Kyooiku (Japanese-Language Education Around the Globe)* 15, pp. 193-206, 2005; "Pseudo-independent clause: Constructional mismatch in syntax and semantics," *Language Science* 27, pp. 531-550, 2005; "Exceptions in grammar," *Linguistics and Japanese Language Education IV*, pp. 199-210, 2005; "Independence in subordinate clauses: Analysis of nonrestrictive relative clauses in English and Japanese," *Polymorphous Linguistics: Jim McCawley's Legacy*, MIT Press, pp. 135-160, 2005. [Number of recent publications: 3 books; 4 articles/chapters]

Advising 2013-2017: In Progress: 1 PhD, 2 MA

Outreach Activities: Japanese Language and Culture Day for K-12 Japanese learners; East Asian business seminars, Columbus Council of World Affairs; Columbus State Community College lecture series; OSU-Spelman College lecture series; Columbus State Community College East Asian History Module Project; Asian American Awareness Month Panel, Ohio Department of Health; Foreign Language Academic Content Standard Focus Group, Ohio Department of Education; high school recruiting visits.

Outside Evaluations: Tenure review: 1; Books and articles refereed: 10

Distinctions: Internal: OIA Virtual International Experience Grant, 2015-2017; Instructional Innovation grant, 2001; College of Arts and Sciences grants, 1999, 2000, 2005, 2006, 2008, 2014, 2016. External: NCTA Seminar Grant, 2015-2016, 2016-2017; US Department of Education Title VI FLAS Grant, 2014; US Department of Education Title VI NRC Grant, 2014; AAS NEAC Grant, 2014; Japan Foundation New York Grant for Arts and Culture, 2014; AAS Small Grant, 2005; Japan Foundation Japanese Language Education Mini Grant, 2005; National Council of Organizations of Less Commonly Taught Languages, 2001. [Career External Grants: 9]

FACULTY AND TEACHING STAFF:**JULIA F. ANDREWS****100% East Asia****Distinguished University Professor, Department of History of Art (tenured)**

Education: PhD, University of California at Berkeley, 1984; Senior Advanced Student, Central Academy of Fine Arts, Beijing, 1980-81; MA, Harvard University, 1976; BA, Brown University, 1973.

Nat'l/Int'l Service: Program Chair, Art History Open Session: Art in Contemporary China, College Art Association Annual Meeting; Moderator, "Asian Art History in the Twenty-First Century," Sterling and Francine Clark Art Institute; Guest Curator, Guggenheim Museum; Editorial boards, *Modern Chinese Literature and Culture* and *Yishu, A Magazine of Contemporary Chinese Art*.

University Service: Chair, Modern China Interdisciplinary Graduate Specialization Committee; East Asian Studies MA Committee; Founding Director, Institute for Chinese Studies, 1999-2005; Director, East Asian Studies Center, 2002-2005.

Field Experience: China, Taiwan, Hong Kong, Japan

Languages: Chinese (5), Classical Chinese (4), Shanghainese (2), Japanese (4), French (4)

EA Courses Taught: The Arts of Japan; Chinese Painting of the Tang and Song Periods (818-1279); Modern and Contemporary Chinese Art; Japanese Art: Painting and Prints; Studies in Chinese Art. [Number of EA courses taught: 8]

Specialization: History of Asian art, especially Chinese and Japanese painting; modern art of East Asia.

Publications: "A Literati Dialogue: The Collaborative Art of Arnold Chang and Michael Cherney," *Orientations* 49 (2), 2018; *Light Before Dawn: Unofficial Chinese Art, 1974-1985*, co-authored with K. Shen, Hong Kong: Asia Society, Hong Kong Center, 2013; "Pictorial Shanghai (Shanghai huabao, 1925-1933) and creation of Shanghai's modern visual culture," *Yishuxue yanjiu (Journal of Art Studies)*, vol. 12, pp. 43-128, Sept. 2013; *Art of Modern China*, co-authored with K. Shen, Berkeley, CA: University of California Press, 2012. [Number of recent publications: 3 books; 11 articles/chapters]

Outside Evaluations: Tenure reviews: 7; Book and exhibition reviews: 5

Distinctions: Internal: University Distinguished Scholar Award, 2013; Research and Creative Activity in the Arts and Humanities Grant; College of the Arts International Travel Grant.
External: Guggenheim Fellowship, 2017; International Convention of Asia Scholars (ICAS), Humanities Book Prize, 2013; Sterling Clark Visiting Chair in Art History, Williams College; Fulbright Senior Research Fellowship; Freeman Foundation Undergraduate Asian Studies Funding Initiative. [Career External Grants: 17]

MARK BENDER**100% East Asia****Professor and Chair, Department of East Asian Languages and Literatures (tenured)**

Education: PhD, The Ohio State University, 1995; MA, The Ohio State University, 1989; BA, The Ohio State University, 1980.

Nat'l/Int'l Service: Editorial board member, *Asian Ethnology*, *Asian Highlands Perspectives*, *Chinoperl Papers*, *Minzu wenxue yanjiu (Studies of Ethnic Literature)*, and *Oral Tradition*.

University Service: Chair, Department of East Asian Languages and Literatures, 2013–present.

Field Experience: China, North East India

Languages: Chinese (5), Northern Yi (1)

EA Courses Taught: East Asian Folklore; East Asian Humanities; Performance Traditions of China; Ethnic Literature and Culture in China; Seminar on Chinese Eco-Literature. [Number of EA courses taught: 8]

Specialization: Chinese literature; folkloristic and performance studies; ethnic minority studies; contemporary poetry in Asian borderlands; literature of the environment.

Publications: *The Borderlands of Asia: Culture, Place, Poetry*, Cambria Press, 2017; *Coyote Traces: Aku Wuwu's Poetic Sojourn in America*, co-translated with W. Peihong, Minzu Chubanshe and Foreign Language Publishers, 2015; "Lightning strikes twice: 'Mother Tongue,'" *A New Literary History of Modern China*, edited by D. D.-W. Wang, The Belknap Press of Harvard University, 2017; "Poet of the late summer corn: Aku Wuwu and contemporary Yi poetry," *The Oxford Handbook of Modern Chinese Literature*, edited by C. Rojas and A. Bachner, Oxford University Press, pp. 498-520, 2016. [Number of recent publications: 2 book; 11 articles/chapters]

Advising 2013-17: Completed: 4 PhD; In Progress: 2 PhD, 1 MA

Outreach Activities: Columbus Asian Festival Booth (yearly)

Outside Evaluations: Tenure reviews: 11; Books and articles refereed: 20; Academic review, outside reviewer: 1

Distinctions: Internal: Research and Creative Activity in the Arts and Humanities Grant; Arts and Humanities Grant-In-Aid; Arts and Humanities Interdisciplinary Grant; College of the Humanities Post-tenure Seed Grant; Office of International Affairs Faculty International Research Travel Grant. External: Fulbright Scholarship; Mershon Foundation Grant; Freeman Foundation Grant; CSCPRC Fieldwork Grant, National Endowment for the Humanities. [Career External Grants: 4]

BROOK HAILU BESHAH**10% East Asia****Lecturer, International Studies Program**

Education: PhD, Leipzig University, 1997; Post-Graduate Certificate, Ohio University, 1994; MA, Leipzig University, 1987; BA, Addis Ababa University, 1980.

Nat'l/Int'l Service: Ethiopian Embassy Deputy Ambassador, Minister Plenipotentiary and Special Envoy, Washington, DC, USA; Permanent UNESCO Deputy Delegate, Minister Plenipotentiary and Envoy Extraordinary, Democratic Republic of Ethiopia, Paris, France; international political analyst and political resource person with numerous major media appearances and interviews on international television and radio networks, including British Broadcasting Cooperation (BBC) World News and International Affairs Review.

University Service: Coach, Model African Union.

Languages: German (5), French (5)

EA Courses Taught: China in Africa. [Number of EA courses taught: 1]

Specialization: International relations; political science; culture; journalism and media.

Outreach Activities: Advisor, Institute for International Journalism, IJ students of US State Department funded SUSI international scholars program.

PHILIP C. BROWN**100% East Asia****Professor, Department of History (tenured)**

Education: PhD, University of Pennsylvania, 1981; MA, University of Pennsylvania, 1976; MA, University of Rochester, 1971; BA, College of Wooster, 1969.

Nat'l/Int'l Service: Founder and Chair, Early Modern Japan Network; Editor, *I-Japan*; USDE Title VI-A Undergraduate International Studies and Foreign Language Program Peer Panel Review; Board of Directors, Association of East Asian Environmental Historians; Editorial Board of *Social Science History*; Corresponding Editor, *Technology and Culture*.

University Service: Founder, Interdisciplinary MA in East Asian Studies; Advisory Boards, East Asian Studies Center and Institute for Japanese Studies; University Fellowship Committee.

Field Experience: China, Japan, Korea, Taiwan, Thailand, Vietnam, England, Russia, Philippines, Nepal, Singapore

Languages: Japanese (5)

EA Courses Taught: History of Japan before 1800; Introduction to Graduate-Level East Asian Studies; East Asian History of Science, Technology, Medicine and the Environment (graduate & undergraduate); Modern Japanese History; Colloquium in Japanese History; Graduate Research Seminar East Asian History. [Number of EA courses taught: 22]

Specialization: Early modern Japanese history; Japanese land tenure; state and local relations; history of technology; history of flood and landslide prevention in 19th and 20th century Japan and its colonies; history of science, technology, medicine and the environment.

Publications: *Environment and Society in the Japanese Islands: From Prehistory to the Present*, co-edited with B. Batten, Oregon State University Press, 2015; *Science, Technology, and Medicine in the Modern Japanese Empire*, co-edited with D. Wittner, Routledge, 2016; *Cultivating Commons: Joint Ownership of Arable Land in Early Modern Japan*, University of Hawai'i Press, 2011; "The globalization and diversification of the use of scholarly resources," *Linking Information, Resources, and Research: Proceedings of the International Conference on the Preparation and Use of Academic Resources and Information in Japanese Studies*, Japan Foundation, 2002; *Central Authority and Local Autonomy in the Formation of Early Modern Japan: The Case of Kaga Domain*, Stanford University Press, 1993. [Number of recent publications: 2 books; 8 articles/chapters]

Advising 2013-17: Completed: 4 MA; In Progress: 1 PhD, 1 MA

Outside Evaluations: Tenure reviews: 19; Books and articles refereed: 45+

Distinctions: External: National Science Foundation Faculty Research Award; National Science Foundation/Japan Society for the Promotion of Science Short-Term Invitation Research Fellowship; Fulbright-Hays, Fulbright Grant; Taiwan Ministry of Education Taiwan Studies Grant; National Endowment for the Humanities/Japan US Friendship Commission Faculty Research Award. Special lecturer/professor, Tokyo University; Research Professor, Kyushu University; Research Professor, Niigata University [Career External Grants: 35+]

MARJORIE K. M. CHAN**100% East Asia****Associate Professor, Department of East Asian Languages and Literatures (tenured); Associate Professor by Courtesy, Department of Linguistics**

Education: PhD, University of Washington, 1985; MA, University of British Columbia, 1980; BA, University of British Columbia, 1974; Post-Doctoral Fellow, University of California at Los Angeles, 1985-1987.

Nat'l/Int'l Service: Website Editor, Conference on Chinese Oral and Performing Literature (CHINOPERL), 2011-present; Executive Secretary, International Association of Chinese Linguistics, 1999-2000; President, Chinese Language Teachers Association, 2001-2002; Executive Board, Cantonese Language Association; National Screening Committee, Fulbright-Hays Program.

University Service: Director, Institute for Chinese Studies, East Asian Studies Center; Research, Innovation and Commercialization Subcommittee of the ASC Faculty Advisory Council (FAC); Editorial Board Member, Ohio State University Press.

Field Experience: China, Taiwan, Hong Kong

Languages: Cantonese (5), Chinese (5), Japanese (2), French (2), German (2), Latin (2)

EA Courses Taught: Chinese Opera; Introduction to Chinese Linguistics; History of the Chinese Language; The Chinese Writing System; Chinese Dialects; Chinese Syntax; Chinese Phonology; Seminar on Chinese Historical Phonology; Seminar on Chinese Historical Syntax; Graduate Seminars (on Language and Gender; Humor; Prosody and Discourse Structure; Chinese Computing; Databases and Corpora for Chinese Linguistic Research; etc.); Traditional Chinese Culture; Chinese Level 2, Classroom Track; Conversational Cantonese for Speakers of Mandarin Chinese. [Number of EA courses taught: 13]

Specialization: Chinese linguistics: synchronic and diachronic phonology; phonetics-phonology interface; dialectology; language and gender

Publications: "Chinese language and gender research," co-authored with Y. Lin, *Routledge Handbook of Chinese Applied Linguistics*, Routledge, in press; "Cantonese hip-hop songs and their linguistic devices for identity formation," co-authored with T.-H. Tsui, *Proceedings of the 27th North American Conference on Chinese Linguistics (NACCL-27)*, 2015; "In memoriam: Edwin G. Pulleyblank 蒲立本 (1922-2013)," *Journal of Chinese Linguistics*, 2014; "'Love you to the bone' and other songs: Humour and rusheng 入聲 rhymes in early Cantopop," co-authored with J. Chey, *Humour in Chinese Life and Culture: Resistance and Control in Modern Times*, vol. 2, Hong Kong University Press, 2013. [Number of recent publications: 15 articles/chapters]

Advising 2013-17: Completed: 12 PhD, 2 co-advised PhD, 13 MA; In Progress: 1 PhD, 1 co-advised PhD, 3 MA.

Outreach Activities: Keynote speaker, 22nd International Conference on Yue Dialects, 2017; Keynote speaker, 28th North American Conference on Chinese Linguistics, 2016; Keynote speaker, 2nd Workshop on Innovations in Cantonese Linguistics, 2014; Invited speaker at Emory University, 2014; Keynote speaker, 16th International Conference on Yue Dialects, 2011.

Outside Evaluations: Books and articles refereed: 17

Distinctions: Internal: China Gateway Discovery Theme/Connect and Collaborate Grant; Workshop grant, Innovation Group, Buckeye Language Network; Office of International Affairs Faculty Grant; East Asian Studies Center and Institute for Chinese Studies Grant; College of Humanities Special Research Assignment; Office of Research Interdisciplinary Seed Grant. External: Chiang Ching-kuo Foundation for International Scholarly Exchange Conference Grant; Lilly Endowment Teaching Fellowship. [Career External Grants: 2]

SHERAB CHEN**10% East Asia****Associate Professor, University Libraries (tenured)**

Education: MA, University of Wisconsin, 2004; MA, University of Delhi, 1996; BA, Peking University, 1988.

Nat'l/Int'l Service: Member, Research and Publication Committee, Academic Library Association of Ohio; Member, American Library Association, Association for Library Collections and Technical Services; Active Co-Chair, ALCTS CaMMS Cataloging Management Interest Group, American Library Association; Appointed Member, DMS FAST Subject Headings and MARC 21 Tag 6xx Task Force, OhioLINK; Member, DMS E-Resources Duplicate Records Task Force, OhioLINK; Member, Chinese American Librarians Association.

University Service: Various committees, The Ohio State University Libraries.

Field Experience: Tibet

Languages: Chinese (5), Japanese (2), Sanskrit (1), Tibetan (4)

Publications: "On the names and their translations of the Sixteen Arhats from Tibetan tradition," *Collected Essays on Chinese Studies by East Asian Studies Librarians in North America*, vol. 7, pp. 1-17, 2017; "Long Shu or Long Meng? On the problem of Nāgārjuna's Chinese name," *Collected Essays on Chinese Studies by East Asian Studies Librarians in North America*, vol. 4, pp. 1-16, 2014; "An assessment of the need to provide non-Roman subject access to the Library online catalog," co-edited with M. El-Sherbini, *Cataloging & Classification Quarterly*, vol. 49, no. 6, pp. 457-483, 2011. [Number of recent publications: 1 book; 2 articles/chapters]

Advising 2013-17: Advisor, TEAgether; Advisor, Buddhism Study and Practice Group.

DANIEL CHEE KING CHOW**25% East Asia****Professor, Frank E. and Virginia H. Bazler Chair in Business Law, College of Law (tenured)**

Education: JD, Yale Law School, 1982; BA, Yale College, 1979.

Nat'l/Int'l Service: Consultant, Hefei WTO Compliance Project, funded by US Dept. of State; Coordinator, US Dept. of State Judicial and Legal Ethics Exchange Initiative between the US and the PRC; Coordinator and Participant, Intellectual Property Enforcement Exchange Initiative between the US and the PRC, sponsored by US Dept. of State.

University Service: Member, China Gateway Advisor Committee.

Field Experience: China, Hong Kong, Taiwan

Languages: Chinese (5), Cantonese (3)

EA Courses Taught: Chinese Business Law; Chinese Legal System. [Number of EA courses taught: 4]

Specialization: Chinese investment, business, intellectual property, and media and regulatory law; private international law; international business transactions; international intellectual property law; US Federal trade law; property law.

Publications: *International Trade Law: Problems, Cases, and Materials*, co-authored with T. Schoenbaum, Aspen Publishing, 3rd ed., forthcoming; *The Legal System of the People's Republic of China*, co-authored with A. Han, West, 3rd ed., 2015; *Doing Business in China: Problems, Cases, and Materials*, co-authored with T. Schoenbaum, West, 2012; *Doing Business in China Documents Supplement*, co-authored with T. Schoenbaum, West, 2012; "China's crackdown on corruption and the foreign corrupt practices act," *Texas A&M Law Review*, forthcoming; "The costly problem of poorly drafted choice of law clauses," *Washington Law Review Online*, forthcoming; "Three major problems threatening multi-national pharmaceutical companies doing business in China," *Columbia Science and Technology Law Review*, forthcoming; "A legal and economic critique of President Trump's China trade policies," co-authored with I. Sheldon and W. McGuire, *University of Pittsburgh Law Review*, forthcoming; "Cultural barriers to effective enforcement of the Foreign Corrupt Practices Act in China," *University of Toledo Law Review*, vol. 48, pp. 551-560, 2017; "Can the United States impose trade sanctions on China for currency manipulation?" *Washington University Global Studies Law Review*, vol. 16, pp. 295-328, 2017; "How the United States uses the Trans-Pacific Partnership to contain China in international trade," *Chicago Journal of International Law*, vol. 17, pp. 370-402, 2017. [Number of recent publications: 5 books; 23 articles/chapters]

Outreach Activities: In-House Legal Counsel, Proctor & Gamble (China) Ltd.

Outside Evaluations: Tenure reviews: 3; Books and articles reviewed: 3

Distinctions: Joseph S. Platt-Porter Wright Morris & Arthur Professor of Law.

JEFFREY COHEN**20% East Asia****Professor, Department of Anthropology (tenured)**

Education: PhD, Indiana University, 1994; MA, University of New Mexico, 1987; BA, Indiana University, 1984.

Nat'l/Int'l Service: Editorial Board, *Remittances Review*; Editorial Board, *Research in Economic Anthropology*, Emerald Press; Senior Board Member, Society for Anthropological Sciences; Treasurer, Society for Latin American Anthropology; President, Society for Economic Anthropology; Board Member, Society for Economic Anthropology.

University Service: International Student Experience Oversight and Implementation Committee; IRB Policy Committee; Urban Studies Working Group, Faculty Advisory Committee; Undergraduate Fulbright Campus Committee; Committee on Curriculum and Instruction, Arts and Sciences; Climate, Water and Carbon Program Grant Review Panel; IRB Working Group for research in the social and behavioral sciences; Steering Committee, Initiative in Population Research; Chair, Diversity Committee, College of Arts and Sciences; Executive Group, Literacy Studies, College of Arts and Sciences; College of Arts and Sciences Senate.

Field Experience: Mexico, Turkey, China, United States

Languages: Spanish (4), Turkish (1)

EA Courses Taught: More: Culture and Economic Life; The Anthropology of Food: Culture, Society and Eating. [Number of EA courses taught: 2]

Specialization: Migration, Development, Nutrition, Entomophagy.

Publications: *Eating Soup without a Spoon: Anthropological Theory and Method in the Real World*, University of Texas Press, 2015; *The Cultures of Migration: The Global Nature of Contemporary Mobility*, co-authored with I. Sirkeci, University of Texas Press, 2011; *Global Remittance Practices and Migration during the Economic Crisis and Beyond*, co-edited with D. Ratha and I. Sirkeci, World Bank Press, 2012; "Reform and the Hukou system in China," co-authored with R. Cui, *Migration Letters*, vol. 12, no. 3, pp. 327-335, 2015. [Number of recent publications: 3 books; 14 articles/chapters]

Outside Evaluations: Tenure reviews: 10; Book reviews: 23; Articles refereed: 20

Distinctions: Internal: Social and Behavioral Sciences Diversity Enhancement Award; Faculty Mentor Honoree, Honors and Scholars Collegium; Faculty Honoree, Undergraduate Academic Achievement Program; Humanities and the Arts Discovery Theme Pilot Project Grants, Migrants and Movers: Humanities & Arts Perspectives on Global Mobility. External: National Science Foundation, National Geographic, TUBITAK, García-Robles Fulbright; Roy C. Buck Award, College of the Liberal Arts, Pennsylvania State University. [Career External Grants: 10]

MELISSA ANNE-MARIE CURLEY**50% East Asia****Assistant Professor, Department of Comparative Studies (tenure-track)**

Education: PhD, McGill University, 2009; MA, McGill University, 2003; BA, McGill University, 1997.

Nat'l/Int'l Service: External Reviewer, *Paladyn Journal of Behavioral Robotics*, *Journal of Buddhist Ethics*, Japan Forum, *Journal of the American Academy of Religion*, Eastern Buddhist, Mercury Press; Editorial Board Member, *Pure Land Journal*; Steering Committee Member, Buddhist Critical-Constructive Reflection Group, American Academy of Religion; Faculty Presenter, National Consortium for Teaching About Asia Workshop, The Ohio State University, 2017, University of Iowa, 2010, 2013; Faculty Judge, Undergraduate Essay Awards, Midwest Conference on Asian Affairs, 2016.

University Service: Member, Graduate Studies Committee, Interdisciplinary East Asian Studies MA Program.

Field Experience: Japan

Languages: Japanese (4), French (2)

EA Courses Taught: Buddhist Tradition, Seminar in East Asian Philosophy [Number of EA courses taught: 9]

Specialization: Japanese religions; Buddhism and modernity; religion and the body; Kyoto School philosophy.

Publications: *Pure Land, Real World: Modern Buddhists, Japanese Leftists, and the Utopian Imagination*, University of Hawai'i Press, 2017; "Miki Kiyoshi: Marxism, humanism, and the power of imagination," *The Oxford Handbook of Japanese Philosophy*, edited by Bret W. Davis, Oxford University Press, forthcoming; "Religion and philosophy in the contemporary Kyoto School: A translation of Keta Masako's 'The Problem of Evil in Pure Land Buddhism,'" co-authored with J. L. Main and M. Coughlin, *Philosophy East and West*, vol. 67, no. 1, pp. 192–228, 2017; "Fruit, fossils, footprints: Cathecting utopia in the work of Miyazawa Kenji," *Hope and the Longing for Utopia*, edited by D. Boscaljon, James Clarke & Co., pp. 96–118, 2014; "Correspondence schools: Buddhism and fluxus in Canada," *Flowers on the Rock: Global and Local Buddhisms in Canada*, edited by J. S. Harding, V. S. Hori, & A. Soucy, McGill-Queen's University Press, pp. 267–286, 2014; "Modern Japanese Buddhism," *The Wiley Blackwell Companion to East and Inner Asian Buddhism*, edited by M. Pocski, Blackwell Publishing, pp. 447–465, 2014; "Zen-Boy Ikkyū," *Little Buddhas: Children and Childhoods in Buddhist Texts and Traditions*, edited by V. R. Sasson, Oxford University Press, pp. 312–332, 2013. [Number of recent publications: 1 book; 7 articles/chapters]

Advising 2013-17: Completed: 1 MA; In Progress: 1 MA

Outreach Activities: Lecture, Japan Outreach Day for High School Students; Invited Speaker, World Dōbō Gathering; Guest Speaker, United Nations Day for Older People, Iowa City Senior Center.

Outside Evaluations: Books and articles refereed: 8

Distinctions: External: 2

ANNE MARIE L. DAVIS**100% East Asia****Assistant Professor, University Libraries (tenure-track)**

Education: PhD, University of California, Los Angeles, 2009; MLS, Southern Connecticut State University, 2015; MA, Harvard University, 2001; BA, College of William and Mary, 1993.

Nat'l/Int'l Service: Assistant Manager of Public Relations, Organizing Committee for the XVIII Olympic Winter Games, Nagano City, Japan.

Field Experience: Japan, Philippines, United Kingdom

Languages: Japanese (3), French (3), Spanish (2), German (2)

Specialization: Modern Japanese history; regional studies – East Asia; gender and women's studies; library and information science.

Publications: *Imagining Prostitution in Modern Japan, 1850-1913*, Lexington Books, forthcoming; "Makerspaces in New England college and research libraries," *Information Technology and Libraries*, forthcoming; "Faculty-library collaborations in digital history: A case study of the travel journal of Cornelius B. Gold," co-authored with J. McCullough, B. Panciera, & R. Parmer, *College & Undergraduate Libraries*, vol. 24, 2017; "The unprecedented views of Wada Yoshiko: Reconfiguring pleasure work in 'Yūjo monogatari' (1913)," *U.S.-Japan Women's Journal*, vol. 46, pp. 79-100, 2014; "Frontiers and borderlands of Japanese (language) literature," translator, *The Proceedings of the East Asian-South American Comparative Literature Workshop, 2007*, Eighteenth Congress of the International Comparative Literature Association, pp. 103-119, 2008. [Number of recent publications: 1 book; 3 articles/chapters]

Outreach Activities: Bexley Public Library Lecture on the Toyo Suyemoto special collection at OSU Libraries.

Outside Evaluations: Articles refereed: 3

KIRK ALEXANDER DENTON**100% East Asia****Professor, Department of East Asian Languages and Literatures (tenured)**

Education: PhD, University of Toronto, 1988; MA, University of Toronto, 1982; BA, Colby College, 1978.

Nat'l/Int'l Service: Manager, MCLC Resource Center; Editorial Board, *A New Literary History of Modern China* (Harvard University Press, 2017); Editor, *Modern Chinese Literature and Culture*; Selection Committee, Fulbright and Foreign-Sponsored Awards, Institute of International Education; Juror, Newman Prize for Chinese Literature; AAS Levenson Prize Committee.

University Service: Member, Film Studies Committee; Member, Salary Appeals Committee, College of Arts and Sciences; Undergraduate Director, DEALL; Committee Chair, DEALL External Review.

Field Experience: China, Taiwan, Hong Kong

Languages: Chinese (5), French (4)

EA Courses Taught: Modern Chinese Fiction; Modern Chinese Literature in Translation; China in Chinese Film; Asian American Film, Taiwan Literature; Lu Xun Seminar. [Number of EA courses taught: 10]

Specialization: Modern and contemporary Chinese literature and literary thought; critical theory; Chinese film; museums, historical memory, and exhibitionary culture of Greater China.

Publications: *Jottings under Lamplight: Lu Xun*, co-edited with E. J. Cheng, Harvard University Press, 2017; *Crossing Between Tradition and Modernity: Essays in Commemoration of Milena Doležalová-Velingerová (1932–2012)*, editor, Karolinum Press, 2016; *The Columbia Companion to Modern Chinese Literature*, editor, Columbia University Press, 2016; *Exhibiting the Past: Historical Memory and the Politics of Museums in Postsocialist China*, University of Hawai'i Press, 2014; *China: A Traveler's Literary Companion*, Whereabouts Press, 2008; *Literary Societies of Republican China*, co-edited with M. Hockx, Lexington Books, 2008; "Museums, memorial sites, and exhibitionary culture in the People's Republic of China," *China Quarterly*, vol. 183, Fall 2005; "Historical overview," *The Columbia Companion to Modern East Asian Literature: China*, edited by J. Mostow, Columbia University Press, 2003. [Number of recent publications: 4 books; 2 articles/chapters]

Advising 2013-17: Completed: 3 PhD, 3 MA; In Progress: 4 PhD, 2 MA

Outreach Activities: Lecture for National Consortium for Teaching about Asia; Researching Cultural Encounters with China, PhD Workshop, Nordic Association of Chinese Studies; Introduction to screening of *Behemoth*; Lectures at The West Virginia Consortium for Faculty and Course Development in International Studies.

Outside Evaluations: Tenure reviews: 16; Books and articles refereed: 28; Program reviews: 1

Distinctions: Internal: OSU Arts and Humanities Small Grant and Seed Grant; Freeman Course Development Grant, East Asian Studies Center; OSU Arts and Sciences Research and Creative Activity Grant; Institute for Collaborative Research and Public Humanities Fellowship. External: Chiang Ching-Kuo Foundation Publication Subvention; American Council of Learned Societies to Support Faculty Professional Leave; Fulbright Scholar; Visiting Scholar Grant, Center for Humanities and Social Sciences, National Chung-hsing University. [Career External Grants: 5]

ROBERT ALLEN FOX**10% East Asia****Professor and Chair, Department of Speech and Hearing Science; Professor by Courtesy, Department of Linguistics (tenured)**

Education: PhD, University of Chicago, 1978; MA, University of Chicago, 1978; BA, University of Maryland, 1970.

Nat'l/Int'l Service: Associate Editor, *Speech Perception: Journal of the Acoustical Society of America*; Topic Chair, Convention of the American Speech, Language, and Hearing Association, 2013, 2014; Board Member, Council of Academic Programs in Communication Sciences and Disorders.

University Service: Department Chair, Speech and Hearing Science; Board Member, Council of Academic Programs in Communication Sciences and Disorders; Chair, Steering Committee, Buckeye Language Network.

Field Experience: Japan, United States

Languages: French (2), German (2), Indonesian (1), Chinese (1), Russian (1)

Specialization: Acoustic phonetics; speech perception and production; second language acquisition; cultural/linguistic variation; tone perception in Mandarin; forensic phonetics; speech/language assessment evaluations.

Publications: "L1-L2 interactions of vowel systems in young bilingual Mandarin-English children," co-authored with J. Yang, *Journal of Phonetics*, vol. 65, pp. 60-76, 2017; "Acoustic development of vowel production in native Mandarin-speaking children," co-authored with J. Yang, *Journal of the International Phonetic Association*, vol. 44, no. 3, pp. 261-282, 2017; "Vowel development in an emergent Mandarin-English bilingual child: A longitudinal study," co-authored with E. Jacewicz & J. Yang, *Journal of Child Language*, vol. 42, no. 5, pp. 1125-1145, 2015. [Number of recent publications: 24 articles].

Advising 2013-17: Completed: 4 PhD, 1 MA, 6 Undergraduate Honors Theses; In Progress: 5 PhD, 1 post-doctoral trainee

Outreach Activities: Expert witness in various criminal trials; worked for SuperDuper Publishing in completing and analyzing normative data for assessment tests (e.g., CAAP and CAAP-II).

Outside Evaluations: Tenure reviews: 7; Book and articles refereed: 42

Distinctions: Internal: Research Grant for Exemplary Service, College of Arts and Sciences. External: Elected Fellow, Acoustical Society of America; Elected Fellow, American Speech, Language and Hearing Association; Meritorious Service Award, the Buckeye District, Simon Kenton Council, BSA. [Career External Grants: 19]

NAOMI FUKUMORI**100% East Asia****Associate Professor, Department of East Asian Languages and Literatures (tenured)**

Education: PhD, Columbia University, 1999; BA, Harvard College, 1991.

Nat'l/Int'l Service: Prize Committee Member, Morton N. Cohen Award for a Distinguished Edition of Letters, Modern Language Association; Executive Committee Member, "Japan to 1900" Language, Literature, and Culture Forum, Modern Language Association.

University Service: Chair, Graduate Studies Committee, Interdisciplinary East Asian Studies M.A. Program; University Senate Diversity Committee; Committee on Academic Misconduct; Faculty Senate of the College of Arts and Sciences; Fulbright Graduate Fellowship Review Committee, University Level.

Field Experience: Japan

Languages: Japanese (5), Chinese (4), French (4)

EA Courses Taught: Japanese Literature in Translation; Japanese Literature: Classical Period; Tale of Genji; Topics and Problems in Japanese Literature; Introduction to Graduate-Level East Asian Studies. [Number of EA courses taught: 10]

Specialization: Pre-modern Japanese literature and language; women's writing; history and narrative; dynamics among patronage, literary practice, and canonization in pre-modern literature.

Publications: *In Spring, the Dawn: 'The Pillow Book of Sei Shōnagon' and the Poetics of Amusement*, Cornell University Press, forthcoming; "The rhetoric of taxonomy: The Pillow Books of Sei Shōnagon, Peter Greenaway, and Ruth L. Ozeki," *Japan from Somewhere Else: Proceedings of the Association of Japanese Literary Studies Tenth Annual Meeting*, vol. 3, pp. 71-82, 2002; "Re-visioning history: The diary-type passages in Sei Shōnagon's Makura no Sōshi," *Journal of the Association of Teachers of Japanese*, vol. 31, no. 1, pp. 1-44, 1997. [Number of recent publications: 1 book]

Advising 2013-17: Completed: 3 MA

Outreach Activities: Lecture, Uji English Conversation Club; Judge, Ohio Japan Bowl.

Outside Evaluations: Books and articles refereed: 11

Distinctions: Internal: Coca Cola Critical Differences for Women Grant; College of Humanities Assistant Professor Research Fund Grant; College of Humanities Grant-in-Aid: Manuscript Preparation Grant; College of Humanities Grant-in-Aid: International Travel.
External: Association for Asian Studies Northeast Asia Council Short-term Travel to Japan for Professional Purposes Grant; Edwin O. Reischauer Institute of Japanese Studies, Harvard University, Postdoctoral Fellowship. [Career External Grants: 2]

MEOW HUI GOH**100% East Asia****Associate Professor, Department of East Asian Languages and Literatures (tenured)**

Education: PhD, University of Wisconsin-Madison, 2004; MA, University of Wisconsin-Madison, 1997; MPhil, Hong Kong University of Science and Technology, 1996; BA, National University of Singapore, 1994.

Nat'l/Int'l Service: Member, American Oriental Society; Organizer, "Memory and Text in Premodern East Asia: Concepts, Theories, Methods"; Publication Manuscript Reviewer, Columbia University Press, Harvard University Asia Center; Publication Article Reviewer, *Asia Major*, *Early Medieval China*, *Journal of Chinese Studies*, *Journal of American Oriental Society*, *Modern Chinese Literature and Culture*, *Monumenta Serica*.

University Service: Advisor, Chinese Culture Connection, Graduate Students of East Asian Languages and Literatures; Director, Undergraduate Studies, DEALL; Director, Graduate Studies, DEALL; DEALL Representative, Graduate Studies Committee of CLLC/Foreign Language Chairs' Consortium.

Field Experience: China, Singapore

Languages: Chinese (5), Japanese (3), French (3)

EA Courses Taught: Chinese Literature in Translation, Classical Chinese I, History of Chinese Literature, Bibliography and Research Methodology. [Number of EA courses taught: 11]

Specialization: Pre-modern Chinese literature and culture.

Publications: "Artful remembrance: Reading, writing, and reconstructing the fallen state in Lu Ji's 'Bian wang,'" *Memory in Medieval China*, edited by W. Swartz & R. Campamy, Brill, under contract; "The art of wartime propaganda: Chen Lin's *Xi* written on behalf of Yuan Shao and Cao Cao," *Early Medieval China*, vol. 23, pp. 42-66, 2017; "The struggling Buddhist mind: Shen Yue," *Stories of Chinese Poetic Culture*, edited by C. Zong-qi, Columbia University Press, forthcoming; "Landscape, books, life, and community: The great medieval Chinese poet Xie Lingyun," *Wiley Blackwell Companion to World Literature*, forthcoming; "The rhyme book culture of pre-Tang China," *Journal of Chinese Literature and Culture*, vol. 2, no. 2, pp. 419-443, Nov. 2015. [Number of recent publications: 6 articles]

Advising 2013-17: Completed: 3 MA; In Progress: 1 PhD, 1 MA

Outreach Activities: Judge, Chinese Speaking Competition; Speaker, Chinese New Year Celebration.

Outside Evaluations: Tenure reviews: 2; Books and articles refereed: 5

Distinctions: Internal: Publication Subvention, College of Humanities; Grant-in-Aid, College of Arts and Sciences.
External: Post-doctoral Fellowship, Center for East Asian Studies, Stanford University; Comparative Perspectives on Chinese Culture and Society Workshop Grant, American Council of Learned Societies.

RICHARD K. HERRMANN**25% East Asia****Professor and Chair, Department of Political Science (tenured)**

Education: PhD, University of Pittsburgh, 1981; MPIA, University of Pittsburgh, 1976; BA, Miami University, 1974.

Nat'l/Int'l Service: Member, American Political Science Association; Member, International Studies Association; Member, International Society of Political Psychology.

University Service: Director, Mershon Center for International Security Studies, 2002-2011; Director, Academic Programs, Office of International Affairs, 2007-2010; SBS College Promotion and Tenure Committee; University Research Committee, 2008-11; Executive Committee, College of Arts and Sciences, 2008-10.

Specialization: Comparative foreign policy, Cold War politics, international relations.

Publications: "How attachments to the nation shape beliefs about the world: A theory of motivated reasoning," *International Organization*, vol. 71, S1, pp. S61-S84, 2017; "Perceptions and image theory in international relations," *Oxford Handbook of Political Psychology*, edited by L. Huddy, D. Sears, & J. S. Levy, Oxford University Press, 2013; "American public perceptions of a Rising China," *China International Strategic Review*, edited by J. S. Wang, World Knowledge Publishing House, 2013; "Should 'systems thinkers' accept the limits on political forecasting or push the limits?" *Critical Review*, vol. 24, no. 3, pp. 355-371, 2012; "Attachment to the nation and international relations: Probing the dimensions of identity and their relationship to war and peace," co-authored with I. Perangel, *Political Psychology*, vol. 30, no. 5, pp. 721-754, October 2009. [Number of recent publications: 3 articles/chapters]

Distinctions: Internal: Faculty Award for Distinguished University Service, 2008; Joan N. Huber Faculty Fellow, College of Social and Behavior Sciences, 2007-10. External: Fellowship Recipient, Harriman Institute, Ford Foundation, Mellon Foundation. [Career External Grants: 9]

ALAN HIRVELA**10% East Asia****Professor, Department of Teaching and Learning (tenured)**

Education: PhD, University of Stirling (1993)

Nat'l/Int'l Service: Co-Editor, *TESOL Quarterly*; Assistant Editor, *English for Specific Purposes*; Member of Editorial Board, *Journal of Second Language Writing*, *Journal of Asian-Pacific Communication*, *Journal of English for Academic Purposes*, *English for Specific Purposes*, *Assessing Writing*.

University Service: Member, University Senate; Member, Committee on Academic Misconduct; Member, Faculty Hearing Committee; Member, Graduate Council.

Field Experience: Hong Kong, Korea

Specialization: Second language literacy (reading and writing); writing teacher education.

Publications: *Teaching Writing*, 2017; *Connecting Reading & Writing in Second Language Writing Instruction*, co-edited with D. Belcher, 2016; *Teaching and Learning Argumentative Writing in High School English Language Arts Classrooms*, co-edited with G. E. Newell & D. Bloome, 2015. [Number of recent publications: 2 book; 14 articles]

Advising 2013-17: Completed: 13 PhD, 10 MA; In Progress: 15 PhD

Outreach Activities: Conducted research in local high schools over the past 10 years.

Outside Evaluations: Tenure reviews: 18

Distinctions: Internal: College of Education Distinguished Teaching Award, 2002. External: Grant Recipient, Institute of Education Sciences, US Department of Education. [Career External Grants: 2]

JOHN M. HORACK**20% East Asia****Professor and Neil Armstrong Chair in Aerospace Policy, Department of Mechanical and Aerospace Engineering and John Glenn College of Public Affairs (tenured)**

Education: PhD, University of Alabama in Huntsville, 1993; MS, University of Alabama in Huntsville, 1992; BS, Phi Beta Kappa, Northwestern University, 1987.

Nat'l/Int'l Service: Vice President, International Astronautical Federation; Co-Chair, International Astronautical Federation Select Committee on Satellite Commercial Applications (with the Chinese Society of Astronautics); Senior Advisor to the President of the International Astronautical Federation; Vice Editor-in-Chief, *Journal of the Chinese Society of Astronautics*; NASA employee for nearly two decades.

University Service: Chair, Mechanical and Aerospace Engineering Diversity Committee; Vice President for Research Candidate Search Committee; Acting Director, Center for Aviation Studies.

Field Experience: Germany, France, Italy, China, Korea, UK, Ireland, Canada, Japan, Mexico, Panama, South Africa, Australia, India

Languages: German (4), French (2), Chinese (1)

EA Courses Taught: Space Programs, Policy, and Commerce across East Asia (in development).

Specialization: Aerospace engineering; astrophysics; spaceflight programs; space policy; international space activities.

Publications: [Number of recent publications: 1 book; 6 articles/chapters]

Advising 2013-17: Completed: 40+ undergraduate research projects/capstones; In Progress: 1 PhD; 3 MA

Outreach Activities: China Global Television Network (formerly CCTV); International Astronautical Federation; Board of Directors, "SciQuest" Hands-on Science Museum; NASA Spokesperson and Media Representative for a number of spaceflight missions; Webby Award, "Best Science Site on the Internet;" "Science@NASA;" "Bill Nye the Science Guy" episode work; OSU Masterminds lecture, TedX-style invited speaker series; Keynote Moderator, Heads of Space Agencies Panel, 68th International Astronautical Congress; Keynote Speaker, 1st IAA International Conference on Space Situational Awareness.

Outside Evaluations: Articles refereed: 12+

KEWEI HOU**10% East Asia****Professor, Distinguished Professorship, Department of Finance (tenured)**

Education: PhD, University of Chicago, Booth School of Business, 2002; BS, University of Science and Technology of China, 1995.

Nat'l/Int'l Service: Associate Editor, *Asia-Pacific Journal of Financial Studies*, 2013-present; Advisory Board Member, FMA Survey & Synthesis Series, 2012-present; Editor, *Journal of Empirical Finance*, 2017-present; Associate Editor, *Journal of Empirical Finance*, 2010-present; External Reviewer, Research Grants Council (RGC) of Hong Kong, 2013.

University Service: Director, The Ohio State University Student Investment Management Program, 2009-present; Research Fellow, Charles A. Dice Center for Research in Financial Economics, 2001-present.

Field Experience: China

Languages: Chinese (5)

Specialization: Economics

Publications: "The CAPM strikes back? An equilibrium model with disasters," co-authored with H. Bai, H. Kung, E. X. N. Li & L. Zhang, *Journal of Financial Economics*, 2018; "De facto seniority, credit risk, and corporate bond prices," co-authored with J. Bao, *Review of Financial Studies*, vol. 30, pp. 4038-4080, 2017; "Have we solved the idiosyncratic volatility puzzle?," co-authored with R. Luo, *Journal of Financial Economics*, vol. 121, pp. 167-194, 2016; "Digesting anomalies: An investment approach," co-authored with C. Xue & L. Zhang, *Review of Financial Studies*, vol. 28, pp. 650-705, 2015; "The implied cost of capital: A new approach," co-authored with A. V. Mathijs & Y. Zhang, *Journal of Accounting and Economics*, vol. 53, pp. 504-526, 2012; "What factors drive global stock returns?," co-authored with G. A. Karolyi & B.-C. Kho, *Review of Financial Studies*, vol. 24, pp. 2527-2574, 2014. [Number of recent publications: 3 books; 6 articles/chapters]

Advising 2013-17: Completed: 3 PhD

Distinctions: Internal: Dean's Summer Research Fellowship, 2004-17; Fisher College of Business Pace Setter Outstanding Research Award, 2016; Dean's Teaching Performance Recognition, 2003-13.
External: National Center for the Middle Market Research Grant Award; INQUIRE-Europe Research Grant Award; Research Grants Council (RGC) of Hong Kong CERF (Competitive Earmarked Research Grant) Award; INQUIRE-UK Research Grant Award; Best Paper Award, First International Conference on Asia-Pacific Financial Markets. [Career External Grants: 9]

MEIYU HSIEH**80% East Asia****Assistant Professor, Department of History (tenure-track)**

Education: PhD, Stanford University, 2011; MA, National Taiwan University, 2000; BA, National Taiwan Normal University, 1996.

University Service: Chair, Library Committee, OSU Marion Campus, 2016-present; Member, Library Committee, OSU Marion Campus, 2015-present; Member, Prairie Committee, OSU Marion Campus, 2014-15.

Field Experience: China, Japan, Taiwan

Languages: Chinese (5), Japanese (3)

EA Courses Taught: History of East Asia in the Pre-modern Era; Foundations of Chinese Civilization; Mongol World Empire; The Silk Road; Gender and Sexuality in China; and two other world-history undergraduate courses with an East Asia focus. [Number of EA courses taught: 7]

Specialization: Early imperial Chinese history and archaeology; Chinese paleography.

Publications: “*Tianxia* and the invention of empire in East Asia,” co-authored with M. E. Lewis, *Chinese Visions of World Order*, edited by B. Wang, Duke University Press, pp. 25-48, 2017; 苏成捷. 清代中国的性、法律与社会 (*Sex, Law, and Society in Late Imperial China*), edited by Matthew H. Sommer, English to Mandarin translator, Falü Chubanshe, forthcoming; “Qin-Han census and tax and Corvée administration: Notes on newly discovered materials,” co-translated with I. T. Hsing & W. G. Crowell, *Birth of an Empire: The State of Qin Revisited*, edited by Y. Pines, G. Shelach, L. Von Falkenhausen, & R. D. S. Yates, University of California Press, pp. 155-186, 2013. [Number of recent publications: 3 articles/chapters]

Outreach Activities: Lecture, Wuhan University, Wuhan, China; Interview, *National Geographic*.

Distinctions: Internal: Professional Development Grant for Teaching Enhancement and Instructional Improvement, 2013-16; *Retrieving the American Past* Faculty Fellowship, Department of History, 2015-18; Regional Campus Faculty Research Grant, College of Arts and Sciences, 2014-16. External: Henry Luce Foundation/American Council of Learned Societies Grants to Individuals in East and Southeast Asian Archaeology and Early History Dissertation Fellowship, North America, 2008; Dissertation Grant in Chinese Studies, Freeman Spogli Institute, 2008; Mrs. Giles Whiting Fellowship, 2009; O’Bie Shultz Dissertation Completion Grant in International Studies, Freeman Spogli Institute, 2010. [Career External Grants: 8]

YOUNG-BAE HWANG**100% East Asia****Lecturer, International Studies Program**

Education: PhD, Vanderbilt University, 1993; MA, Hankuk University of Foreign Studies, 1985; BA, Hankuk University of Foreign Studies, 1983.

Field Experience: Korea

Languages: Korean (5)

EA Courses Taught: Two Koreas: Political Economy of Regional Rivalry; East Asia in the Post-Cold War Era: Issues in Regional Security and Economic Development. [Number of EA courses taught: 3]

Specialization: International relations; political economy; comparative politics; methodology.

Publications: “Reunification cost and institutional substitution,” *Honam Political Science Review*, Honam Political Science Association, vol. 12, pp. 193-216, 2001; “Post-Cold War system of alliances in Northeast Asia,” *Studies on Politics and Information*, Korean Association of Politics and Information, vol. 3, no. 2, pp. 181-218, 2000. [Career Publications: 1 book; 10 articles]

Distinctions: External: Project Grant, Junior Master Class on Mathematical Modeling, The Merriam Laboratory for Analytical Political Research, University of Illinois at Urbana—Champaign, 1993; Graduate Student Travel Grant, Annual Meeting of the Western Political Science Association, The Graduate School, Vanderbilt University, 1993. [Career External Grants: 3]

MOTOMU IBARAKI**10% East Asia****Associate Professor, School of Earth Sciences (tenured)**

Education: PhD, University of Waterloo, 1994; MS, Kyushu University, 1989; BS, Tottori University, 1987.

Nat'l/Int'l Service: Guest Editor, special issue of the *Hydrogeology Journal* (Groundwater and Human Health); Software Editor, Groundwater, National Groundwater Association; Coordinating committee member, International Medical Geology Conference GEOMED2013; Session Chair, Impact of Alterations in Water Environment on Human Health, GEOMED2011.

University Service: Graduate Committee Chair; Coordinator, Environmental Public Health Specialization, BSPH, College of Public Health; Computer Committee Chair; Bownocker Committee Chair; Literacy Studies Executive Advisory Group Member, OSU College of Arts and Sciences.

Field Experience: Japan, United States, China

Languages: Japanese (5)

EA Courses Taught: Geo-environment and Human Health; Water Security for the 21st Century; Water Resources; Public Health Perspectives – Japan. [Number of EA courses taught: 3]

Specialization: Theoretical aspects of mass transport, contaminant hydrogeology, and groundwater modeling; public health; science communication.

Publications: *Progress in Medical Geology*, co-edited with H. Mori, Cambridge Scholars, 2017; "Comparative phylogenetic studies on *Schistosoma japonicum* and its snail intermediate host *Oncomelania hupensis*: Origins, dispersal and coevolution," co-authored with S. Attwood, *PLOS Neglected Tropical Diseases*, vol. 9, no. 7, e0003935, 2015; "Study of the variation of schistosomiasis risk in Lake Poyang in the People's Republic of China using multiple space-borne sensors for monitoring and modelling," co-authored with K.-H. Tseng, S. Liang, H. Lee, & C. K. Shum, *Geospatial Health*, vol. 8, no. 2, pp. 353-364, 2014. [Number of recent publications: 1 book; 12 articles/chapters]

Advising 2013-17: In Progress: 2 PhD

Outreach Activities: Published articles in Japan's foremost general interest magazines; consulting on water resources.

Distinctions: External: Patent, Remediation Cost Estimation System (Patent Number: 2005-342608).

XIAOBIN JIAN**100% East Asia****Associate Professor, Department of East Asian Languages and Literatures (tenured)**

Education: PhD, The Ohio State University, 1992; MA, The Ohio State University, 1987; BA, Jinan University, 1982.

Pedagogy Training: 20+ years of training.

Nat'l/Int'l Service: International Editorial Board, *Wenbei: A Chinese Journal of Comparative Literature and Culture*; Shanghai Literature and Art Publication House, 2008-present; Reviewer, Georgetown University Press, 2013; Reviewer, Cambridge University Press, 2012; Reviewer, Yale University Press, 2005.

University Service: Director, OSU China Center (Qingdao/Suzhou), 2007-present; Faculty Advisor, OSU China Gateway, 2009-present; Director, China Institutes, OSU-State Department Critical Language Scholarship Program, 2013.

Pedagogy Service: Frequently invited lecturer, trainer and presenter at universities and professional conferences in the US, China, Taiwan and Hong Kong, average 5-6 times a year for the last five years.

Field Experience: China

Languages: Chinese (5)

EA Courses Taught: Familiarity with Domain Resources and Research; Language in China; Domain Research and Presentation of a Project. [Number of EA courses taught: 13]

Specialization: Chinese language and culture pedagogy; discourse analysis.

Publications: *Journey through Guizhou*, co-author, Guizhou Renmin Press, 2017; *Perform Suzhou*, co-author, Soochow University Press and Foreign Language Publication at OSU, 2016; "Playing the game of interpersonal communication in Chinese culture: The 'rules' and the moves," co-author, *The Pedagogy of Performing Another Culture*, edited by G. Walker, National East Asian Language Resource Center, The Ohio State Foreign Language Publications and Hubei Education Press, pp. 96-143, 2010. [Number of recent publications: 2 books]

Advising 2013-17: In progress: 2 PhD, 13 MA

Outreach Activities: Language and Culture Consultant, English-Chinese Court Interpreter Certification Program, National Center for State Courts; Teacher Training Consultant, Ohio Chinese School; Visiting Professor and Consultant to 10+ Chinese as a Foreign Language (CFL) programs in Chinese universities.

Outside Evaluations: Tenure review 2; Book and article refereed 8

Distinctions: Co-PI, "Institutional Enhancement Grant," Chiang Ching-Kuo Foundation. [Career External Grants: 1]

HADI JORATI**10% East Asia****Assistant Professor, Department of Near Eastern Languages and Cultures**

Education: PhD, Yale University, 2014; MPhil, Yale University, 2013; Ivy Exchange Scholar, Columbia University, 2012; BA, Princeton University, 2006.

Nat'l/Int'l Service: Editorial Board Member, Early Knowledge of the Heavens (EKOH) Digital Library, Institute for Research in Classical Philosophy and Science (IRCPS); Publication Referee, Yale University Press, Cambridge University Press; Project Head, Arabic Science, Institute for Research in Classical Philosophy and Science.

University Service: Curriculum Committee, Near Eastern Languages and Cultures; Graduate Studies Committee, Near Eastern Languages and Cultures; Faculty Senate Representative, Near Eastern Languages and Cultures.

Field Experience: Iran, Turkey, Morocco

Languages: Farsi (5), Azerbaijani (4), Arabic (4), Turkish (4), German (4)

Specialization: Mongul Empire.

Publications: "Misuse and abuse of language, and the perils of amateur historiography," *Histories of Science in Public Contexts*, edited by S. Brentjes, forthcoming; "Canon masudicus," *Encyclopaedia Iranica*, edited by E. Yarshater, forthcoming; "al-Amiri," *Oxford Encyclopedia of Philosophy, Science, and Technology in Islam*, edited by S. Ayduz, 2014; "Bazar," *The Princeton Encyclopedia of Islamic Political Thought*, edited by G. Böwering, 2012; "Geometric incidence theorems via Fourier analysis," co-authored with A. Iosevich and I. Laba, *Transactions of the American Mathematical Society*, 361, pp. 6595-6611, 2007. [Number of recent publications: 3 articles/chapters]

Distinctions: External: Fellowship, The Max Planck Institute for the History of Science, Berlin; Fellowship, The Shi'ah Institute, Bloomsbury House, London; ERC Fellowship, "Mobility, Empire, and Cross Cultural Contacts in Mongol Eurasia," The Hebrew University of Jerusalem.

YON-SOO KANG-PARKER**100% East Asia****Senior Lecturer, Department of East Asian Languages and Literatures**

Education: PhD, The Ohio State University, 2015; MA, The Ohio State University, 2007; BA, Korea Aerospace University, 2001.

Pedagogy Training: PhD minor in Korean pedagogy; TESOL certificate, Sookmyung Women's University, 2005.

Nat'l/Int'l Service: Member, American Association of Teachers of Korean.

Pedagogy Service: Internal: Teaching East Asian Languages at the College Level course; Lecture, Korean Language-Hangul (Writing System); Teacher, Korean American Community School of Central Ohio; ESL Program Curriculum Developer, Asian American Community Services.

Field Experience: Korea

Languages: Korean (5)

EA Courses Taught: Korean Levels 1 and 4, Classroom Track; Korean Levels 1, 2, and 4, Individualized Instruction. [Number of EA courses taught: 10]

Specialization: Korean pedagogy.

Publications: "Mediation strategies in L2 writing processes: A case study of two Korean language learners," co-authored with D. O. Pyun, *Language, Culture and Curriculum*, vol. 26, pp. 52-67, 2013; "The professional development of a Korean high school EFL Teacher in the US MA TESOL program," *The Society of English Education in Korea*, vol. 39, pp. 7-24, 2009. [Number of recent publications: 1 article]

Outreach Activities: Korean American Community School of Central Ohio; Asian American Community Services.

Distinctions: External: Cheng and Tsui Professional Development Award.

DAEHO KIM**10% East Asia****Assistant Professor, Department of Economics (tenure-track)**

Education: PhD, Brown University, 2012; MA, Brown University, 2007; BA, Korea University, 1999.

Nat'l/Int'l Service: External Reviewer, *Annals of Internal Medicine*, *Industrial and Labor Relations Review*, *Journal of Economic Growth*, *Journal of Health Economics*, *Journal of Public Economics*.

Languages: Korean (5), Chinese (2), Japanese (2)

Specialization: Health economics; labor economics.

Publications: "Health insurance and labor supply: Evidence from the Affordable Care Act early Medicaid expansion in Connecticut," *SSRN*, June 2016; "The value of health insurance and labor supply: Evidence from the Affordable Care Act dependent coverage mandate," *SSRN*, September 2016; "The effects of doctor-patient portal use on health care utilization rates and cost savings," co-authored with J. H. Kagel, N. Tayal, S. Bose-Brill, & A. M. Lai, February 2017, under review. [Number of recent publications: 2 articles]

Advising 2013-17: Completed: 3 PhD; In Progress: 2 PhD

Outside Evaluations: Articles refereed: 6

Distinctions: External: Association for Public Policy Analysis and Management (APPAM) Award for Best Dissertation in Public Policy.

PIL HO KIM**100% East Asia****Assistant Professor, Department of East Asian Languages and Literatures (tenure-track)**

Education: PhD, University of Wisconsin-Madison, 2009; MA, Seoul National University, 1996; BA, Seoul National University, 1992.

Nat'l/Int'l Service: Faculty Mentor, International Conference of NextGen Korean Studies Scholars, University of Michigan; Peer-reviewed journal referee, *British Journal of Sociology*; *International Journal of Comparative Sociology*; *Policy & Politics*; *Critique Internationale*; *New Political Economy*; *Social Policy and Administration*; *Social Science Japan Journal*; *Socio-Economic Review*; *Korea Observer*; Book Manuscript Reviewer, *Routledge Asian Studies*, Cambridge University Press; Conference Panel Organizer, AAS Annual Meeting, 2018; Treasurer, Korea Branch of International Association for the Study of Popular Music; Board Member, Korean Association for International Development Cooperation.

University Service: Departmental Advisor, College of Arts and Sciences Honors Program; PhD Supplementary Candidacy Examination Committee Member, Second Language Studies, Autumn 2016; Graduate Faculty Representative, PhD Dissertation Oral Examination, Geography, Autumn 2016.

Field Experience: Korea, Vietnam

Languages: Korean (5), Japanese (1), German (1)

EA Courses Taught: Interdisciplinary Topics in Korean Art, Music, Film, and Theatre; Interdisciplinary Topics in Korean Politics and Society; Korean Literature in Translation; Elements of Korean Culture; Level One Korean I and II, Classroom Track; Level One through Three Korean, Individualized Instruction; Level Four Korean II [Number of EA courses taught: 10]

Specialization: Korean society and culture; popular music; cinema; urbanism.

Publications: "Guns over rice: The impact of US military aid on South Korean economic reconstruction," *International Development Cooperation Review*, vol. 9, no. 1, pp. 33-50, 2017; "Hybridity of cultural nationalism in Korean popular music: From Saeui Chanmi to Jeongtong hip-hop," *Korean Journal of Popular Music*, vol. 18, pp. 219-246, 2016; "From development to development cooperation: Foreign aid, country ownership, and the developmental state in South Korea," co-authored with E. M. Kim & J. Kim, *The Pacific Review*, vol. 26, no. 3, pp. 313-336, 2013; "Korean rock's journey from group sound to indie punk," *Made in Korea: Studies in Popular Music*, edited by H. Shin and S. Lee, Routledge, 2016; "Does domestic welfare reform spill into development assistance overseas? The South Korean case," co-authored with W. Jung, *Inclusive Growth, Development and Welfare Policy: A Critical Assessment*, edited by R. Hasmath, Routledge, 2015; *The South Korean Development Experience: Beyond Aid*, co-edited with E. M. Kim, Palgrave MacMillan, 2014; "Birth, death, and resurrection of group sound rock," co-authored with H. Shin, *Korean Popular Culture Reader*, edited by K. H. Kim & Y. Choe, Duke University Press, 2014; "I can hear your voice (loud and clear): Korean popular music in the 1990s," *SeMA Gold Exhibition X: Korean Art in the Nineties*, Seoul Museum of Art, 2016. [Number of recent publications: 1 book; 7 articles/chapters]

Advising 2013-17: In Progress: 1 MA

Outreach Activities: Faculty Advisor, Korean International Student Organization; Guest lecturer on Korean popular culture, Spelman College, 2016, Kent State University, 2017.

Outside Evaluations: Books and articles refereed: 11

Distinctions: External: Humanities Korea Research Grant, SungKongHoe University; Academy of Korean Studies Competitive Research Grant; "Evaluation of International Developmental Cooperation Consulting" Project commissioned by the Prime Minister's Office, Republic of Korea; Asian 'World Music' Research Project, Korean Culture and Arts Foundation; Socio-Economic Review Annual Prize for the best submitted article, the Society for the Advancement of Socio-Economics. [Career External Grants: 9]

TEPPEI KIOSUE**100% East Asia****Lecturer, Department of East Asian Languages and Literatures**

Education: MS/EdS, Marshall University, 2004; BA, Kyoto University of Foreign Studies, 1999.

Pedagogy Training: Teaching Japanese as a Foreign Language Certification, Educational Exchange Program (EEP), Bryn Mawr College, 1999; SPEAC Summer Japanese Language Instructors Training Program, The Ohio State University, 2008; ACTFL Oral Proficiency Interview (OPI) Full Tester Certification in Japanese.

Nat'l/Int'l Service: Lecturer, The Ohio State University; Graduate Teaching Assistant, Marshall University.

University Service: Lecturer.

Field Experience: Japan

Languages: Japanese (5)

EA Courses Taught: Japanese Levels 1, 2, and 3, Classroom Track; Japanese Level 2, Summer Intensive Track; Japanese Level 3, Intensive Track. [Number of EA courses taught: 6]

Specialization: Japanese language instruction.

Outreach Activities: Advisor, Japanese Communication Society (JCS); Member, Ohio Association of Teachers of Japanese (OATJ); The American Association of Teachers of Japanese (AATJ).

Distinctions: Nominee, Provost's Award for Distinguished Teaching by a Lecturer, 2012.

SUSAN KLINE**10% East Asia****Associate Professor, School of Communication (tenured)**

Education: PhD, University of Illinois at Urbana-Champaign, 1985; MA, University of Illinois at Urbana-Champaign, 1978; BA, University of Illinois at Urbana-Champaign, 1973.

Nat'l/Int'l Service: Member, Rhetorical and Communication Theory Division (past Division Chair), Language and Social Interaction Division, Interpersonal Communication Division, National Communication Association (NCA); Member, Language and Social Interaction Division (past Secretary), Interpersonal Communication Division, International Communication Association (ICA); Editorial Board Member, *Alta Argumentation Conference: Selected Works, Argumentation & Advocacy, Communication Studies*; Journal Reviewer; Promotion and Tenure/University Award Review (5 universities).

University Service: University Senator, Social and Behavioral Sciences; Curriculum Committee, College of Arts and Sciences; Panel Committee Member, Social and Behavioral Sciences; Committee Member, Graduate School Fellowships; Director, Undergraduate Communication Program; Faculty Search Committee; Diversity Committee; Promotion and Tenure Committee; Teaching reviews/observations; Past Chair, Diversity Committee, School of Communication; University Fellowship Review Committee; Assessment Committee, College of Arts and Sciences; Steering Committee, College of Arts and Sciences Senate; College of Arts and Sciences Senate; Study Abroad Scholarship Review Committee, College of Arts and Sciences; Graduate Faculty Representative, Graduate Exam Assessment.

Field Experience: China

Languages: German (1)

Specialization: Intepersonal communication competencies; persuasion; language and social interaction.

Publications: "The role of communication and cultural concepts in expectations about marriage: Comparisons between young adults from six countries," co-authored with S. Zhang, U. Manohar, S. Ryu, T. Suzuki, & H. Mustafa, *International Journal of Intercultural Relations*, vol. 36, no. 3, pp. 319-330, 2012; "Social support or high expectations from tiger moms? Family influences on depression among Asian college students," co-authored with C. Dang, under review; "Conceptions of friendship among young adults from five countries," under review. [Number of recent publications: 9 articles/chapters]

Advising 2013-17: Completed: 4 PhD, 3 MA, 1 undergraduate honors theses; In Progress: 1 undergraduate honors thesis

Outreach Activities: Development of Persuasive Communication Skills, seminar for the Ohio Lobbyist Association; Development of modules for online communication skills training for the American Association of Service Coordinators; Participated on committee to assess Best Masters' Thesis, Midwestern Association of Graduate Schools, 2015; Develop your interviewing skills. Presentation to OSU university residence hall.

Outside Evaluations: Tenure review: 3; Refereed books and articles: 10+

Distinctions: Internal: Faculty Member of the Year, Graduate Program in Communication, 2003.
External: Top Paper, Interpersonal Communication Division, NCA Conference, 2017; Top Paper, African American Communication and Culture Division, NCA Conference, 2015; Top Four Paper, Instructional Communication Division, ICA Conference, 2012; Journal Special Issue Award to Contributors, Applied Communication Division, NCA Conference, 2012. [Career External Grants: 5]

STEVEN KNICELY**100% East Asia****Academic Program Specialist, Chinese Language, Department of East Asian Languages and Literatures**

Education: JD, The Ohio State University, 1992; MA, The Ohio State University, 1987; MA, The Ohio State University, 1980; BA, James Madison University, 1978.

Pedagogy Training: Certified Chinese Language Oral Proficiency Interviewer (OPI), The American Council on the Teaching of Foreign Languages.

Nat'l/Int'l Service: Cultural Consultant, Fitch, Co.; Committee to develop standardized Chinese language test for Ohio high school students; Committee to write Common Core standards for Ohio K-12 students of Chinese.

University Service: Academic Program Specialist, Chinese Language Program; Coordination of undergraduate language program; training and supervision of GTAs; curriculum and materials development; Director, Qingdao post-first-year summer study abroad program; produced Transfer Assurance Guidelines documents for OSU Chinese language program; conduct and rate Oral Proficiency Interviews for students receiving FLAS fellowships in Chinese.

Field Experience: Taiwan, China, former Soviet Union, Japan, Korea

Languages: Chinese (4), Korean (2), Russian (2), French (1), Japanese (1), German (1), Spanish (1)

EA Courses Taught: Chinese Levels 1-4; Summer Chinese language teacher training. [Number of EA courses taught: 24]

Specialization: Chinese literature and language pedagogy.

Advising 2013-17: Advising for undergraduate Chinese Flagship students; Placement testing and advising for incoming undergraduates; Advising on study abroad programs.

Outreach Activities: Advisor, Taiwanese American Student Association.

NAMIKO KUNIMOTO**100% East Asia****Assistant Professor, Department of History of Art (tenure-track)**

Education: PhD, University of California, Berkeley, 2010; MA, University of British Columbia, 2001; BA, University of British Columbia, 1998.

Nat'l/Int'l Service: Executive Member, Japan Arts and Globalization; Vice-President, Japanese Art History Forum (the primary organization of Japanese Art Historians); Grant applications reviewer, NEH, Czech Science Foundation.

University Service: Director, Asian American Studies Program; Member, Diversity and Identity Studies Collective; Faculty Participant, Student Life, University Honors and Scholars; Evaluator, Eminence Scholars Review Committee; Group for the Intellectual Life of the Department, History of Art; Manga Conference Planning Committee; Member, Honors Committee, Undergraduate Committee, Graduate Committee, History of Art.

Field Experience: Japan

Languages: Japanese (4), French (3)

EA Courses Taught: Studies in Japanese Art; History of Photography: East-West Photography. [Number of EA courses taught: 8]

Specialization: Japanese art, with emphasis on modern and contemporary periods.

Publications: *The Stakes of Exposure: Anxious Bodies in Postwar Japanese Art*, University of Minnesota Press, 2017; "The Buddhist hero," *Between Action and the Unknown: The Art of Kazuo Shiraga and Sadamasa Motonaga*, edited by G. Ritter, Dallas Museum of Art and Yale University Press, pp. 74-79, 2015; *Manga at a Crossroads*, co-edited, The Ohio State University, 2016; "Shiraga Fujiko," *ArtForum*, Oct 2015; "Review: 'A Third Gender: Beautiful Youths in Japanese Edo-Period Prints and Paintings (1600-1868).'" *Journal of Japanese Studies*, vol. 43, no. 2, pp. 416-418, 2017; "Tanaka Atsuko's *Electric Dress* and the circuits of subjectivity," *The Art Bulletin*, vol. 95, no. 3, pp. 465-483, September 2013; "Gutai's Ascent," *Art Journal*, vol. 72, no. 2, pp. 114, Summer 2013; "Shiraga Kazuo: The Hero and Concrete Violence," *Art History*, vol. 36, no. 1, pp. 154-179, February 2013. [Number of recent publications: 2 books; 6 articles/chapters]

Outside Evaluations: Books and articles refereed: 6

Distinctions: Internal: "The Art of Conversion in Postwar Japanese Art," OSU College of Arts and Sciences Larger Grant; "Olympic Dissent: Representing Tokyo's Games 1964-2020," OSU Arts and Humanities Smaller Grant. External: "The Art of Conversion in Japanese Postwar Photography," Northeast Asia Council Grant of Association of Asian Studies; "Japan Foundation Fellowship," Japan Foundation; Faculty Research Support Grant, American University; CAS Faculty Spring and Fall Mellon Awards; American University International Travel Award; Chancellor's Dissertation-Year Award; Japan Art History Forum Chino Kaori Memorial Essay Prize; Dean's Normative Time Award. [Career External Grants: 3]

YUKO KUWAI**100% East Asia****Academic Program Specialist, Japanese Language, Department of East Asian Languages and Literatures**

Education: MA, Bradley University, 1993; BA, Hosei University, 1983.

Pedagogy Training: Certified Japanese Language Oral Proficiency Interviewer (OPI), The American Council on the Teaching of Foreign Languages, 2008.

Nat'l/Int'l Service: Japanese Instructor, Kissako Intercultural Program, Summer Program at Bryn Mawr College, Williams College, FALCON Program at Cornell University, Bradley University.

Field Experience: Japan

Languages: Japanese (5)

EA Courses Taught: Japanese Levels 1-4. [Number of EA courses taught: 12]

Specialization: Japanese language pedagogy.

Distinctions: DEALL Above and Beyond Award, 2011.

HYUN JIN LEE**100% East Asia****Lecturer, Department of East Asian Languages and Literatures**

Education: PhD, The Ohio State University, 2017; MA, Oklahoma City University, 2007; BL, Ajou University, 2005.

Pedagogy Training: MA in TESOL, taking second and foreign language education courses.

Nat'l/Int'l Service: Webmaster, Korean School Association of Mid-South (NAKS-MS); Webmaster, National Association for Korean Schools

Pedagogy Service: Webmaster, The National Association for Korean Schools (NAKS); Curriculum Director, Korean Culture and Language Camp for Adoptive Families (KORICA), 2011-present; Language and Culture Instructor, Korean American Community School of Central Ohio (KACSCO), 2008-12.

Field Experience: Korea

Languages: Korean (5)

EA Courses Taught: Korean Levels 2, 3, and 4, Classroom Track; Korean Levels 1, 2, and 3, Individualized Instruction. [Number of EA courses taught: 6]

Specialization: Second and foreign language acquisition; language writing, language learning strategies; Korean heritage language learners.

Publication: "Vocabulary learning strategies of learners of Korean as a foreign language: A case study," co-authored with D. O. Pyun, *Journal of Korean Language Education*, vol. 26, pp. 29-53, 2015. [Number of recent publications: 1 article]

Outreach Activities: PukSORI, Ohio Korean Percussion Team performance at Asian Festival, Columbus, Ohio; Instructor, Columbus Korean School; Instructor, Concordia Language Villages; Instructor and Curriculum Counselor, KORICA (Korean culture and language camp for adoptive families); Instructor, LCI Kids Club, Seoul, South Korea;

Distinctions: Internal: Krumm Korean Scholarship.

MITCHELL LERNER**60% East Asia****Associate Professor, Department of History (tenured)**

Education: PhD, University of Texas at Austin, 1998; MA, University of Texas at Austin, 1994; MA, University of Texas at Austin, 1993; BA, Brandeis University, 1989.

Nat'l/Int'l Service: Associate Editor, *Journal of American-East Asian Relations*; Advisory Board Member, OSU Korean Performance Research Program, 2014-present.

University Service: Director, Institute for Korean Studies; Program Coordinator, OSU-Newark History Department; OSU Representative, Big Ten Academic Alliance Korean eSchool Initiative; Faculty Associate, Mershon Center for International Security Studies; Member, FLAS Fellowship Selection Committee, East Asian Studies Center; Faculty Advisor, OSU North Korea student club.

Field Experience: United Kingdom, Korea

Languages: French (2), Russian (2)

EA courses taught: [Number of EA courses taught: 14]

Specialization: US-East Asian relations.

Publications: "Is it for this we fought and bled: The Korean War and the Civil Rights Movement," *Journal of Military History*, accepted and in production; "A lighthouse towards the future: North Korea and the world during the Second Korean War," *The Cold War and the Two Koreas*, edited by C. Osterman and J. Person, Stanford University Press, forthcoming; "Markets, movies, and media: The growing soft power threat to North Korea," *Journal of East Asian Affairs*, vol. 29, pp. 41-70, Spring/Summer 2015. [Number of recent publications: 22 articles/chapters]

Advising 2013-17: Completed: 1 MA, 1 undergraduate honors thesis; In Progress: 8 undergraduate, 1 undergraduate honors thesis

Outreach Activities: Interviews: *Washington Post*, NPR, *Columbus Dispatch*, *All Sides with Ann Fischer*, *Milwaukee Journal Sentinel*, WTVN, podcast, *Dayton Daily News*, *History News Network*, WOSU; Denison University Human Rights Festival talk; Columbus History Club talk; Columbus Council on World Affairs talk; "Bringing Korea into the Classroom," K-12 Workshop; Global Teacher Seminar talk, East Asian Studies Center.

Outside Evaluations: Books and articles refereed: 16 (manuscript reviewer for 5 publishers and 6 journals)

Distinctions: Internal: Alumni Award for Distinguished Teaching; Campus Award for Scholarly Excellence; OSU Office of International Affairs Grant; OSU Mershon Center for International Security Studies Grant. External: Korea Foundation Grants (Film Festival and Summer Teacher Workshop); Association for Asian Studies Distinguished Speakers Bureau Grant. [Career External Grants: 22]

SCOTT LEVI**50% East Asia****Associate Professor, Department of Comparative Studies (tenured)**

Education: PhD, University of Wisconsin-Madison, 2000; MA, University of Wisconsin-Madison, 1994; BA, University of Iowa, 1991.

Nat'l/Int'l Service: Advisory Board, *Papers on Central Eurasia*; Conference Committee, Ohio Academy of History; Board of Trustees, American Institute of Afghanistan Studies; President, Central Eurasian Studies Society.

University Service: South Asian Studies, A&S Faculty Oversight Committee; Religious Studies Major, A&S Faculty Oversight Committee; Search Committee, Pre-Modern World History; Chair, Workplace Climate Committee.

Languages: Uzbek (4), Persian (4), Tajik (4), Hindi (4), Urdu (4), Russian (3)

EA Courses Taught: Mongol World Empire: Central Eurasia, 1000-1500; Islamic Central Asia; The Silk Road. [Number of EA courses taught: 13]

Specialization: Social and economic history of Islamic Central Asia in medieval and early modern eras.

Publications: *The Rise and Fall of Khoqand, 1709-1876: Central Asia in the Global Age*, Pittsburgh University Press, 2017; "Early modern Central Asia in world history," *History Compass*, vol. 10, no. 11, pp. 866-878, 2012; "Review: 'The Asian Mediterranean: Port Cities and Trading Networks in China, Japan and Southeast Asia, 13th-21st Century' by F. Gipouloux, 2011," *Choice*, vol. 49, no. 7, 2012. [Number of recent publications: 1 book; 5 articles/chapters]

Advising 2013-17: Completed: 3 post-docs, 1 PhD, 3 MA, 2 undergraduate honors theses; In Progress: 3 PhD

Outreach Activities: Presenter, "Discussion of the film 'Mongol'" to Phi Alpha Theta, Zeta Chapter, The Ohio State University; Presenter, "Pakistan and Afghanistan: Historical Roots of Current Conflicts" to Foreign Policy Association, Upper Arlington Senior Center.

Outside Evaluations: Books and articles refereed and reviewed: 16

Distinctions: Internal: Alumni Award for Distinguished Teaching, OSU Alumni Association and Office of Academic Affairs.

External: Residential Fellow, Institute for Advanced Study, Nantes, France; Award for Outstanding Commitment to Student Education, Panhellenic Association and The Interfraternity Council; Social Science Research Council Grants; International Scholar, Central Asia Research and Training Initiative, Open Society Institute; University of Louisville Disability Resource Center Certificate of Appreciation; Council on Faculty Research Summer Research Grant, Eastern Illinois University; Eastern Illinois University Achievement and Contribution Award for Research. [Career External Grants: 2]

GUOQING LI**100% East Asia****Professor, University Libraries (tenured)**

Education: MLS, Indiana University, 1992; MA, Indiana University, 1990; BA, Peking University, 1982.

Nat'l/Int'l Service: Consultant, National Library of China, United Nations Development Program TOKTEN Project; Co-editor, *Personal Experiences in China* and *Zhongguo Yan Jiu Wai Wen Jiu Ji Hui Kan: Zhongguo Ji Lu—Chinese Studies in the West: The Chinese Record*; Editorial Member, *Chinese Librarianship: An International Electronic Journal* and *Tian Lu Lun Cong--Journal of the Society for Chinese Studies Librarians*; Association for Asian Studies Council on East Asian Libraries; Committee Chair, Chinese American Librarians Association International Relations; President, Council Chair, United Societies of China Studies; Board of Directors, Society for Chinese Studies Librarians.

University Service: East Asian Studies Center Library Committee; East Asian Studies Committee; Advisor, OSU Chinese Calligraphy Club; Advisor, OSU Chinese Dance Club.

Field Experience: China, Korea, Taiwan

Languages: Chinese (5), Japanese (2), Korean (1)

Specialization: Library science; Chinese and Korean bibliography, literature, history, translation.

Publications: *Tianlu Luncong*, Guangxi Normal University Press, 2017; "Study on Mu Xuexun and his book collection," *Wen Xian (The Documentat)*, no. 1, pp. 179-191, 2017; 现代杂剧作家程曦生平及著述考略 上海师范大学学报(哲学社会科学版) 2017, 3, 第 46 卷第 2 期, pp. 133-141; 《加拿大多伦多大学东亚图书馆藏中文古籍善本提要》铃印订考[J].天禄论丛, 2017, 3(第 7 卷), pp. 1-57; [Number of recent publications: 1 book; 2 articles]

Outreach Activities: Columbus Sister Cities International; Ohio Contemporary Chinese School; Chinese Festival; Asian Festival.

Outside Evaluations: Articles and books cited widely and used as classroom textbooks in both China and America

Distinctions: Internal: Office of International Affairs Faculty International Research Travel Grant; Library Research Funds; OSU President Gordon Gee's letter of commendation; Distinguished Scholar Award, OSU Libraries. External: Residential Fellow, Institute for Advanced Study, Nantes, France; Taiwan National Library/Center for Chinese Studies Funds; Chinese Government Chun Hui Grant; Adjunct Professor, College of History, Guangxi Normal University; Honorary Librarian, Dongguan Library, Guangdong Province, China; Beijing Foreign Studies University; Guest Professor, College of Humanities and Communications, Shanghai Normal University. [Career External Grants: 5]

MORGAN L. LIU**25% East Asia****Associate Professor, Department of Near Eastern Languages and Cultures (tenured)**

Education: PhD, University of Michigan; MA, University of Michigan; BA, Massachusetts Institute of Technology.

Nat'l/Int'l Service: American Anthropological Association; Central Eurasian Studies Society; American Association for the Advancement of Slavic Studies; Middle East Studies Association of North America; Steering Committee, Central Eurasian Studies Society; Fulbright Screening Committee, Eurasia.

University Service: Interim Chair, Department of Near Eastern Languages and Cultures; Co-Leader, "Local Worlds" Working Group, Institute for Collaborative Research and Public Humanities; Narrator, DVD, Foreign Language Center; Consultant, ethnographic interview, "Writing in a Second Language: A Critical Skill for the 21st Century," Foreign Language Center.

Field Experience: Kyrgyzstan, Uzbekistan, Kazakhstan, Russia

Languages: Uzbek (4), Kyrgyz (3), Russian (4), Chinese (3), French (4), Turkish (2), German (2)

EA Courses Taught: Culture and Politics in Central Asia. [Number of EA courses taught: 2]

Specialization: Cultural anthropology of Central Asia.

Publications: *Under Solomon's Throne: Uzbek Visions of Renewal in Osh*, University of Pittsburg Press, 2012; "Review: 'Urban Life in Post-Soviet Asia' edited by C. Alexander, et. al.," *Central Asian Survey*, vol. 27, no. 2, pp. 203-205, 2007; "Review: 'Eurasian Crossroads: A History of Xinjiang' by J. Millward," *I-Net Reviews in the Humanities and Social Sciences*, 2007; "A Central Asian Tale of Two Cities: Locating lives and aspirations in a shifting post-Soviet cityscape," *Everyday Life in Central Asia: Past and Present*, edited by J. Sahadeo & R. G. Zanca, Indiana University Press, pp. 78-98, 2007. [Number of recent publications: 3 articles/chapters]

Advising 2013-17: Completed: 8 MA, 5 PhD; In Progress: 2 PhD

Outreach Activities: Writer on religion & world affairs for *The Huffington Post*; Presenter, OSU International Careers Week; Lecturer, Western Connecticut State University and The Ohio State University; Presenter, Foreign Policy Association at Friendship Village of Columbus; Interview, "Uzbek Propaganda and the Andijan Massacre," Chicago Public Radio, WBEZ 91.5FM; Interview, "Kyrgyzstan—Post-Tulip Revolution Politics," Chicago Public Radio, WBEZ 91.5FM.

Outside Evaluations: Tenure reviews: 2; Books and articles refereed: 8

Distinctions: External: Central Eurasian Studies Society (CESS) Book Award for best monograph in the social sciences published in 2012-2013, for *Under Solomon's Throne*, 2012 University of Pittsburgh Press. [Career External Grants: 4]

ZHONG-LIN LU**10% East Asia****College of Arts and Sciences Distinguished Professor of Psychology, Department of Psychology, School of Optometry and Translational Data Analytics (tenured)**

Education: PhD, New York University, 1992; MS, New York University, 1991; BS, University of Science and Technology of China, 1989.

Nat'l/Int'l Service: Co-PI, Concussion Neuroimaging Consortium; Member, International Evaluation Panel, PKU Academic Committee, Center for Life Sciences, Beijing, China; Founding Member, Amblyopia Translational Research Alliance, Canada; Overseas' Evaluation Expert, Chinese Academy of Science; Associate Editor, *Psychological Review*.

University Service: Director, Center for Cognitive and Brain Sciences; Director, Center for Cognitive and Behavioral Brain Imaging; Member, Committee on Intellectual Property, Patents and Copyrights; Member, Committee on Research Excellence.

Field Experience: China, United States

Languages: Chinese (5)

Specialization: Computational & psychophysical study of visual and auditory perception, attention, and perceptual learning; functional brain imaging study of sensory and attentional processes, learning and memory, reading, and human decision-making.

Publications: "Long-term experience with Chinese language shapes the fusiform asymmetry of English reading," co-authored, *NeuroImage*, vol. 110, pp. 3–10, 2015; "Resting-state functional connectivity and reading abilities in first and second languages," co-authored, *NeuroImage*, vol. 84, pp. 546-553, 2014; "Artificial language training reveals the neural substrates underlying addressed and assembled phonologies," co-authored, *PLoS ONE*, vol. 9, no. 3, 2014; "Language-general and -specific white matter microstructural bases for reading," co-authored, *NeuroImage*, vol. 98, pp. 435-441, 2014; "Learning to read a new language shapes the neural activities associated with reading in the native language," co-authored, *Neuropsychologia*, vol. 65, pp. 156-68, 2014; "The contribution of cortical thickness in the visual word form area to Chinese and English reading," co-authored, *NeuroImage*, vol. 65, pp. 250-256, 2013. [Number of recent publications: 1 book; 10 articles/chapters]

Advising 2013-17: Completed: 5 post-docs, 8 visiting scholars; In Progress: 1 PhD, 2 visiting scholars, 4 post-doc

Outreach Activities: Co-Director, Humanities and Cognitive Sciences Summer High School Institute.

Distinctions: Scholar, One-Thousand Scholar Plan, China.

MONA MAKHIJA**25% East Asia****Professor, Department of Management and Human Resources (tenured)**

Education: PhD, University of Wisconsin, 1990; MBA, University of Wisconsin, 1981; MA, University of Wisconsin, 1982.

Nat'l/Int'l Service: Associate Editor, *Journal of International Business Studies*; Editorial Board, *Journal of Asia-Pacific Business*.

University Service: Director, Fisher College of Business's PhD Program; Department Coordinator, PhD Program; Member, Graduate School Council; Member, Graduate School Fellowship Committee; Member, FLAS Fellowship Selection Committee, East Asian Studies Center.

Field Experience: India, South Korea, China, Czech Republic, Chile, Ecuador, Venezuela

Languages: Hindi (5), Spanish (3), French (1)

EA Courses Taught: International Strategy [Number of EA courses taught: 1]

Specialization: International strategies of firms; effects of national variations on firm and managerial behavior; cross-national government-business relations.

Publications: "International business responses to institutional voids," co-authored with J. Doh, S. Rodrigues, & A. Saka-Helmhout, *Journal of International Business Studies*, vol. 48, no. 3, pp. 293-307, 2017; "Going the distance: The pros and cons of expanding employees' global knowledge reach," co-authored with S. S. Morris & B. Zhong, *Journal of International Business Studies*, vol. 46, no. 5, pp. 552-575, 2015; "International investment decisions under uncertainty: Contributions of real options theory and future directions," co-authored with S. Song & S. M. Kim, *Journal of Management and Organization*, pp. 1-26, 2015. [Number of recent publications: 6 articles/chapters]

Advising 2013-17: Completed: 1 PhD; In Progress: 3 PhD

Outreach Activities: Presentations: Columbus Council of World Affairs, Columbus Sister Cities, State of Ohio, Department of Commerce, Ohio Department of International Trade.

Outside Evaluations: Tenure reviews: 3; Books and articles refereed: 100+

Distinctions: Internal: Dean's Distinguished Professor; Pacesetters Research Award; College of Business Research Fellow; CIBER Research Grants; Best Reviewer Award, *Journal of International Business Studies*.
External: Academy of Management Best Article Proceedings.

KAREN MANCL**25% East Asia****Professor, Department of Food, Agricultural and Biological Engineering (tenured)**

Education: MA, The Ohio State University, 2010; PhD, Iowa State University, 1982; MS, University of Texas at Dallas, 1978; BS, University of Wisconsin-Green Bay, 1977.

Nat'l/Int'l Service: Member, American Society of Agricultural and Biological Engineers; Member, Water Environment Federation; Member, American Water Works Association; Member, Ohio Academy of Science; Vice President, Ohio Onsite Wastewater Association.

University Service: Advisor, Environmental Science Graduate Student Club.

Field Experience: China

Languages: Chinese (3)

EA Courses Taught: Environmental Issues in East Asia; Introduction to Graduate-Level East Asian Studies. [Number of EA courses taught: 2]

Specialization: Waste water management in rural areas.

Publications: "Mentoring East Asian women science and engineering faculty," co-authored with K. Lee, *Ohio Journal of Science*, vol. 116, no. 2, pp. 28-33, 2016; "Evaluation of flow-equalization in laboratory-scale sand/textile bioreactors for the treatment of high-strength wastewater," co-authored, *Applied Engineering in Agriculture*, vol. 32, no. 6, pp. 803-809, 2016; "Ensuring safe reuse of residential wastewater: Reduction of microbes and genes using peat biofilter and batch chlorine in an on-site treatment system," co-authored, *Journal of Applied Microbiology*, vol. 121, pp. 1777-1788, 2016; "Treatment of meat-processing wastewater with a low-cost sand/gravel bioreactor system," co-authored, *2016 Water Environment Federation Conference Proceedings*, pp. 3326-3335, 2016; "Treatment of turkey processing wastewater using sand and textile bioreactors," co-authored, *Applied Engineering in Agriculture*, vol. 31, no. 4, pp. 605-609, 2015; "Using a hydroponic system with tall fescue to remove nitrogen and phosphorus from renovated turkey processing wastewater," co-authored, *Applied Engineering in Agriculture*, vol. 30, no. 3, pp. 435-441, 2014. [Number of recent publications: 6 articles]

Advising 2013-17: Completed: 2 PhD, 6 MS; In Progress: 1 PhD, 2 MS

Outreach Activities: OSU fact sheets available in Chinese: "Sand Analysis for On-Site Wastewater Treatment Systems," co-authored, "Sand Bioreactors for On-Site Wastewater Treatment," co-authored, "Sand Bioreactors: Pressure Distribution of Wastewater Design and Construction," 2016.

Outside Evaluations: Tenure reviews: 4; Books and articles refereed: 15

Distinctions: Internal: Mentoring Award, College of Engineering. External: Distinguished Alumni Award, University of Wisconsin-Green Bay; Distinguished Service Award, Water Management Association of Ohio; Distinguished Service Award, Ohio Onsite Wastewater Association; Bill Williams Faculty and Staff Award for Diversity, OSU College of Food, Agricultural, and Environmental Sciences.

CHRISTINA WEI-SZU MATHISON**100% East Asia****Lecturer, Department of History of Art**

Education: PhD, The Ohio State University, 2013; MA, The Ohio State University, 2005; BA Michigan State University, 2002.

University Service: Faculty Advisor, International Student Movement; GILD Committee Member, History of Art Department; Curriculum Committee Member, History of Art Department; Undergraduate Advising, History of Art Department.

Field Experience: Taiwan, China, Japan, Netherlands

Languages: Chinese (4), Japanese (2), French (2)

EA Courses Taught: The Art of Asia; The Art and Visual Culture of East Asia; The Art of China; The Art of Modern China; Introduction to Artistic Media and Techniques of Asia. [Number of EA courses taught: 5]

Specialization: Modern Chinese painting; twentieth-century Taiwanese painting.

Publications: "Van Gogh as a mirror, revisited: Chen Cheng-po and the East-West infatuation," in production; "World Coordinates" for the exhibition, *A Cultural Pioneer in East Asia: A 120-Year Anniversary Celebration of Chen Cheng-po*, January 2014; "Identity, hybridity, and modernity: The colonial paintings of Chen Cheng-po" in the exhibition catalogue, *Journey through Jiangnan: A Pivotal Moment in Chen Cheng-po's Artistic Quest*, Taipei: Taipei Fine Arts Museum, March 2012; "Transnational cultures, hybrid identities" in the exhibition catalogue, *Under the Searing Sun-A Solo Exhibition by Chen Cheng-po*, Taipei: Taiwan Soka Association, March 2012. [Number of recent publications: 1 article]

Advising 2013-17: Undergraduate: 2

Curated Exhibits: "The Legacy of Imperial Beijing: Selections from the Bliss M. and Mildred A. Wiant Collection of Chinese Art at The Ohio State University," Urban Arts Space, January-February 2017.

Outreach Activities: Columbus Alive interview regarding *The Legacy of Imperial Beijing* exhibit; Classical 101 Interview regarding *The Legacy of Imperial Beijing* exhibit; "Stories Untold: Reconnecting East and West through a Dunhuang Diamond Sutra," delivered at "When East Meets West: Cultural Exchange along the Silk Road," Columbus State Community College Humanities Symposium Series, September 2017.

HAJIME MIYAZAKI**60% East Asia****Professor, Department of Economics (tenured)**

Education: PhD, University of California at Berkeley, 1977; BA, University of California at Berkeley, 1972.

Nat'l/Int'l Service: Editor, *International Economic Review*; Organizer and Chairman, Osaka University Semi-Centennial International Symposium on Japanese Firms and Markets; Associate Editor, *Economic Studies Quarterly*; Member, Stanford Northeast Asia-United States Forum on International Policy.

University Service: Director, Institute for Japanese Studies; Associate Director, East Asian Studies Center; Council of Research and Graduate Studies, Graduate School; University Fellowship Selection Committee, Graduate School.

Field Experience: Japan, Korea, Taiwan

Languages: Japanese (5)

EA Courses Taught: Economic Analysis of Japanese Firms and Markets; Comparative Institutional Analysis of Firms and Markets. [Number of EA courses taught: 4]

Specialization: Applied microeconomic theory; comparative analysis of firms and markets.

Publications: "Microeconomic analysis of Japanese firms and markets: A review article," *Keizaigaku Ronshu (Journal of Economics)*, vol. 60, no. 4, pp. 83-102, 1995; "Employeeism, corporate governance, and the J-Firm," *Journal of Comparative Economics*, vol. 17, pp. 443-469, 1993; "Labor-management bargaining: Contract curves and Slutsky equations," *Journal of Political Economy*, vol. 94, p. 1225-1245, 1986. [Career Publications: 11 articles; 4 reviews]

Advising 2013-17: Completed: 62 MA, 1 PhD; In Progress: 16 MA

Outreach: Outreach conferences and workshops via OSU Institute for Japanese Studies

Outside Evaluations: Books and articles refereed: 25

Distinctions: Internal: University Seed Grant. External: Research grants, Japan Ministry of Education, Suntory Foundation, Inamori Foundation, Japan Keizai Doyukai. [Career External Grants: 6]

MINEHARU NAKAYAMA**100% East Asia****Professor, Department of East Asian Languages and Literatures (tenured)**

Education: PhD, University of Connecticut, 1988; MA, University of Connecticut, 1986; BA, Waseda University, 1983.

Nat'l/Int'l Service: Visiting Professor, National Institute for Japanese Language and Linguistics, University of Shizuoka; Board Member, Japan Second Language Association; Editorial Board Honorary Member, *Open Journal of Modern Linguistics*; Editorial Board Member, *Journal of Linguistics*, Education & Culture; Editorial Board Member, *Journal of Studies in Language*; Editorial Board Member, *Open Journal of Modern Linguistics*; Editorial Advisory Board Member, *Open Applied Linguistics Journal*; Editorial Committee Member, *Second Language*; Steering Committee Member, International Conference on Theoretical East Asian Psycholinguistics; Organizing Committee Member, Pacific Second Language Research Forum; Advisory Committee Member, National Consortium for Teaching about Asia; Review Committee Member, Annual Meeting of the Japanese Society of Language Sciences; Associate Editor, *Studies in Language Sciences*; Acting Editor, *Studies in Language Sciences*; Honorary Editor, *Journal of Japanese Linguistics*; Editor, *Journal of Japanese Linguistics*.

University Service: Promotion and Tenure Committee Member, Colleges of Arts and Humanities; Director, Institute for Japanese Studies; Associate Director, EASC; International Faculty Travel Grant Selection Committee; Chair, OSU Japanese Study Abroad Program in Kobe; Chair, OSU-Ichimiya Group Academic-Corporate Exchange Program.

Field Experience: Japan, Hong Kong, Taiwan, South Korea

Languages: Japanese (5)

EA Courses Taught: Japanese Linguistics; Japanese Language Processing; Japanese Language Acquisition; Elements of Japanese Culture; Japanese Levels 3-5; Japanese Individualized Instruction. [Number of EA courses taught: 6]

Specialization: Psycholinguistics; first and second language acquisition, lexical and sentence processing; learnability.

Publications: *Kaigai tanki eigo kenshuu-to dai 2 gengo shuutoku*, co-author, Hituzi Syobo, 2010; *Acquisition of Japanese Empty Categories*, Kurosio Publishing, 1996; "Studies in Chinese and Japanese language acquisition: In honor of Stephen Crain," co-editor, *Language Acquisition and Language Disorders* vol. 60, John Benjamins, 2017; *Handbook of Japanese Psycholinguistics*, editor, De Gruyter Mouton, 2015; *Handbook of East Asian Psycholinguistics, Vol.2: Japanese*, co-editor, Cambridge University Press, 2006. [Number of recent publications: 4 books; 22 articles/chapters]

Advising 2013-17: Completed: 8 PhD, 12 MA; In Progress: 1 MA

Outreach Activities: National Consortium for Teaching about Asia; Young Japanese Teachers Program.

Outside Evaluations: Program and tenure reviews: 10; Books and articles refereed: 42; Grant reviews: 26

Distinctions: Internal: Office of International Studies International Seminar/Conference Grant; Mershon Center Faculty Conference Grant; College of Humanities/ASC Grant-in-Aid Seed Grant.
External: AAS Northeast Asia Council Instructional Assistance Grant; Korea Research Foundation Conference Grant; Japan Foundation Research Seminar/Conference Grant; Japan Foundation Study-in-Japan Grant. [Career External Grants: 14]

MARI NODA**100% East Asia****Professor, Department of East Asian Languages and Literatures (tenured)**

Education: PhD, Cornell University, 1990; MA, Cornell University, 1981; BS Cornell University, 1975.

Pedagogy Training: Individual mentorship, 1973-1975.

Nat'l/Int'l Service: Manuscript reviewer: *Modern Language Journal*, American Association of Teachers of Japanese, *Foreign Language Annals*.

University Service: Study Abroad Advisory Council; East Asian Studies Committee.

Pedagogy Service: Editorial Board, *Japanese Language and Literature*.

Field Experience: Japan

Languages: Japanese (5)

EA Courses Taught: Japanese Level 5; Learning East Asian Languages in Cross-Cultural Contexts: College Level; Materials Preparation for East Asian Languages; Teaching Practicum in East Asian Languages: College Level; Teaching East Asian Languages at the College Level: Tea Culture in East Asia. [Number of EA courses taught: 8]

Pedagogy Courses: Internal: SPEAC Training for Teachers of Japanese and Chinese; External: ALLEX Teacher Training Institute.

Specialization: East Asian language pedagogy; language curriculum and material design; teacher-training curriculum; assessment; culture gains in study abroad; reading Japanese as a foreign language.

Publications: *Action! Japan: Field Guide to Communicating in the Culture*, co-authored with Y. Ramadeen, S. Luft, and T. Mason, Routledge, 2019; *Japanese: The Spoken Language Parts 2/3 DVD Program*, co-edited with M. Itomitsu, Yale University Press, 2008; *Japanese: The Written Language Part 1 Volume 1, Katakana*, co-edited with E. Jorden, Yale University Press, 2006; *Acts of Reading: Exploring Connections in Pedagogy of Japanese*, co-edited with H. Nara, University of Hawai'i Press, 2002; "Language learning environment for advanced learners," co-editor, *Toward Advanced Japanese Language Proficiency*, Proceedings of the 20th Annual Meeting of the Central Association of Teachers of Japanese, pp. 3-14, 2009. [Number of recent publications: 2 book; 4 articles/chapters.]

Advising 2013-17: Completed: 2 PhD, 1 MA; In Progress: 2 MA, 3 PhD

Outreach Activities: President, Board of Trustees, Japan-America Society of Central Ohio.

Outside Evaluations: Tenure reviews: 4; Institutional evaluations

Distinctions: External: Hakuho Foundation Fellowship; Department of State Critical Language Scholarship Grant; Department of Education, National Security Agency Ameritech Grant; Japan Foundation Grant; Tuttle Language Grant; Annenberg/CPB Higher Education Grant. [Career External Grants: 32]

ALEXANDRE PANTSOV**50% East Asia****Lecturer, International Studies Program**

Education: PhD equivalent, Russian Academy of Sciences, 1994; PhD equivalent, Academy of Sciences of the USSR, 1983; MV (MA equivalent), Lomonosov Moscow State University, 1978.

Nat'l/Int'l Service: External reviewer, *The China Quarterly*, *Far Eastern Affairs*.

Field Experience: China, France, Mongolia, Russia, Taiwan, United Kingdom

Languages: Russian (5), Chinese (5), Japanese (3), French (3)

EA Courses Taught: Introduction to China and Japan; Comparative Communism: China and Russia. [Number of EA courses taught: 2]

Specialization: Communism in Russia and China; Stalin; Mao Zedong; Deng Xiaoping; Chiang Kai-shek.

Publications: *Deng Xiaoping: A Revolutionary Life*, co-authored with S. I. Levine, Oxford University Press, 2015; *Mao: The Real Story*, co-authored with S. I. Levine, Simon & Schuster, 2012; "Comintern activists in China: Spies or theorists?," *Foreigners and Foreign Institutions in Republican China*, edited by A. M. Brady & D. Brown, Routledge, pp. 93-108, 2012; "The big gamble of the Kremlin 'Father of Nations': Stalin deliberately protracted the war on the Korean peninsula," co-authored with D. A. Spichak, *The Independent Military Review*, vol. 24, pp. 10-11, 2008; "Light from the Russian Archives: Chinese Stalinists and Trotskyists at the International Lenin School, 1926-1938," *Twentieth-Century China*, vol. 2, pp. 29-50, 2008; "How Nikita Sergeevich quarreled with Mao Zedong," *Russia, China, The 21st Century*, July/August 2007; "Boddhisattva's son: Mao Zedong's childhood," *Russia, China, The 21st Century*, pp. 50-55, January 2007. [Number of recent publications: 1 book]

Outreach Activities: Interview about Sino-American Relations, Columbus Radio; Interviews on Russian TV and Radio; Interviews on Taiwanese TV and Radio; Interviews on Chinese TV and Radio

Distinctions: External: Mary Catherine and Edward Gerhold Chair in the Humanities, Capital University; Gerhold Awards, Capital University; Cotterman Award for Excellence in Advising, Capital University; Praestantia Award for Excellence in Teaching, Capital University; Chiang Ching-Kuo Foundation for International Scholarly Exchange Research Awards; DePaul University Research Award; British Academy Research Award; Kennan Institute for Advanced Russian Studies Research Award.

CHAN E. PARK**100% East Asia****Professor, Department of East Asian Languages and Literatures (tenured)**

Education: PhD, University of Hawai'i, 1995; MA, University of Hawai'i, 1978; BA, Sogang Jesuit University.

Pedagogy Training: Korean Language Pedagogy Workshop, Yonsei University, 1995; Korean Language Teaching Experience, University of Hawai'i, 1993-1994.

Nat'l/Int'l Service: International Advisory Board Member, Korean Oral Literature Association; Editorial Board Member, *Sijo*, an International Journal of Poetry and Song; Editorial Advisor, Literature Translation Institute Korea's quarterly magazine *Korean Literature Now*; Chair of the Board, Korean American Community School of Central Ohio.

University Service: Director, Chris Lee Korean Performance Research Program; Associate Director, National East Asian Languages Resource Center, 2010-11, 2014-15; Acting Director, Institute for Korean Studies, 2014-15.

Languages: Korean (5), Chinese (4), Japanese (3), German (2), Russian (2)

EA Courses Taught: Korean Levels 2-4; Elements of Korean Culture; Korean Literature in Translation; Performance Traditions of Korea. [Number of EA courses taught: 6]

Specialization: Korean language and literature; Korean traditional oral narrative; Asian and Western drama and theatre.

Publications: *Columbia Anthology of Premodern Korean Literature*, co-edited, Columbia University Press, 2017; *Alone With Myself, Selected Poems by Ku Sang*, Translated with Introduction and Commentary by Chan E. Park, *Songs of Thorns and Flowers: Bilingual Performance and Discourse on Modern Korean Poetry Series*, vol. 5, Foreign Language Publications, 2015. [Number of recent publications: 2 books; 1 article/chapter]

Advising 2013-17: Completed: 1 MA

Outreach Activities: Korea Society, "Korean Music Today," lectures/performances at numerous major American universities; Advisor, OSU Korean Student Association; Production/Performance, Songp'a Mask Dance Drama.

Distinctions: Internal: OSU College of Arts and Humanities Small Research Grant; Chris Lee OSU Korean Performance Research Fund; Arts and Humanities Research and Creative Activity Grant.

External: Literature Translation Institute of Korea's grant to host the academic symposium, "Korean Literature Engaging East Asian Oral Traditions" and "An Evening of Korean Music, Dance, and Storytelling;" National Gugak Center Overseas Gugak performer and workshop support; Korean Literature Translation Institute Publication and Translation grant; Republic of Korea, Civil Merit Medal of Honor (Kuk-min-po-jang). [Career External Grants: 8]

DANIELLE OOOYOUNG PYUN**100% East Asia****Associate Professor, Department of East Asian Languages and Literatures (tenured)**

Education: PhD, The Ohio State University, 2003; MA, Ewha Women's University, 1997; BA, Ewha Women's University, 1995.

Pedagogy Training: PhD, Foreign and Second Language Education, The Ohio State University, 2003; Certified ACTFL Oral Proficiency Interview (OPI) Tester in Korean; Certified ACTFL Interagency Language Roundtable (ILR) OPI Tester in Korean.

Nat'l/Int'l Service: Vice-Chair, ACTFL Korean SIG, 2015-17; Manuscript Reviewer, *Foreign Language Annals*; Manuscript Reviewer, *Language, Culture, and Curriculum*; Member, National Language Service Corps; Reviewer, Critical Language Scholarship, 2009-2012.

University Service: Advisor, Korean Student Association, 2006-present; Advisor, Korean Culture Club, 2008-2011.

Pedagogy Service: Board of Directors, American Association for Teachers of Korean, 2008-11; Editorial Board, *The Korean Language in America*, 2010-2017.

Languages: Korean (3), Japanese (1), Chinese (reading)

EA Courses Taught: Korean Level 2; Elements of Korean Culture; Korean Linguistics; Korean Literature in Translation. [Number of EA courses taught: 6]

Pedagogy Courses: Internal: Pedagogical Syntax-Korean, Teaching East Asian Languages at the College Level.

Specialization: Second language curriculum and material development; pedagogy of Korean as a foreign language; teaching and learning L2 pragmatics.

Publications: *500 Common Korean Idioms*, Routledge, 2018; *Get It Korean*, co-authored with J. S. Kim, H. Y. Cho, and J. H. Kim, Kyung Hee University Korean Textbook Series, 2014; *Teaching and Learning Korean as a Foreign Language: A Collection of Empirical Studies*, co-edited with A. S. Byon, National East Asian Languages Resource Center, The Ohio State University, 2012; *Colloquial Korean: The Complete Course for Beginners*, co-authored with I.-S. Kim, Routledge, 2009. [Number of recent publications: 2 books; 5 articles]

Advising 2013-17: Completed: 2 MA; In Progress: 3 PhD; In Progress: 1 MA

Outreach Activities: Lecture, "The Korean alphabet", Korean Culture Outreach Seminar and Festival, Cincinnati, Ohio; Lecture, "Salient features of the Korean language," Korean Culture Outreach Seminar and Festival, Cincinnati, Ohio.

Outside Evaluations: Books and articles refereed: 9

Distinctions: External: Korea Foundation; American Association of Teachers of Korean, Teaching Assistantship Grants; Northeast Asia Council, Association of Asian Studies, Korean Studies Grants. [Career External Grants: 4]

CHARLES J. QUINN**100% East Asia****Associate Professor, Department of East Asian Languages and Literatures (tenured)**

Education: PhD, University of Michigan, 1987; MA, University of Michigan, 1981; MA, Michigan State University, 1972; BA, La Salle University, 1970.

Pedagogy Training: Pedagogy courses, University of Michigan, 1983; Pedagogy course, Cornell University, 1980; Linguistic Society of America's Summer Institute, University of Hawai'i, 1977.

Nat'l/Int'l Service: Evaluator, *Oxford Corpus of Old Japanese*; Evaluator, Dept. of East Asian Languages and Cultures, Columbia University; Evaluator, Dept. of Classical and Oriental Languages, University of Notre Dame; Evaluator, Japanese Language Program, University of California, Berkeley; Referee, *Diachronica*, *Japanese/Korean Linguistics*, *Japanese Language and Literature*, *Journal of the Association of Teachers of Japanese*, *Journal of Japanese Studies*, *Anthropological Linguistics*, *Modern Language Journal*.

University Service: Delegate, Five Colleges of Ohio Mellon meetings; Associate Director, NEALRC; College of Arts and Sciences ad-hoc committee on language and literature departments; Executive Council, Academy of Teaching; Departmental Representative, Faculty Senate.

Pedagogy Service: JLPT Proctor, 2016, 2017; 12-time Language Director, OSU DEALL; Founder and Director, Japanese Language School, East Asian Summer Language Institute, Indiana University.

Field Experience: Japan

Languages: Japanese (5), Chinese (2)

EA Courses Taught: Japanese Levels 1-4; Japanese Language: Structure, Culture and Communication I & II; Classical Japanese I, II. [Number of EA courses taught: 6]

Pedagogy Courses: Internal: Seminar in Pedagogy of EA Languages and Cultures; Pre-session EA language teacher training course for new TAs. External: Exchange Japan Language Teacher Training Program, Bryn Mawr College.

Specialization: Japanese language and culture; linguistics, language pedagogy.

Publications: "Why *Izenkei* in the *koso*-focused *Kamari musubi* construction?," special issue of *Glossa*, edited by E. Adrich, et al., in process; "Kakari-musubi in the Heian Period," *Handbook of Japanese Historical Linguistics*, edited by B. Frellesvig, S. Kinsui, & J. Whitman, in process; *Classical Japanese: A Reader's Rhetoric of Grammar*, University of Michigan Press, in contract. [Career Publications: 6 books; 22 articles]

Advising 2013-17: Completed: 1 PhD, 3 MA; In Progress: 3 PhD

Outreach Activities: Classical Japanese Portal, interactive multimedia website learning tool, 2017; Lecture, Berea College; Lecture, Brigham Young University.

Outside Evaluations Tenure reviews: 9; Books and articles refereed: 7 journals and 4 book publishers; Assessments for university awards: 1; Institutional evaluations: 4; Websites: 1

Distinctions: Internal: Research Enhancement Grant, College of Arts and Sciences; OSU Alumni Award for Distinguished Teaching. External: Invited Speaker, National Institute of Japanese Language and Linguistics; National Endowment for the Humanities Fellowship; Korea Research Foundation Conference Grant; Japan Foundation Conference Grant. [Career External Grants & Fellowships: 15]

SHELLEY FENNO QUINN**100% East Asia****Associate Professor, Department of East Asian Languages and Literatures (tenured)**

Education: PhD, Indiana University, 1986; BA, Wesleyan University, 1975.

Nat'l/Int'l Service: Delegate Assembly, Modern Language Association; Proposal Reviewer, National Endowment of the Humanities; Editorial Board, *Oral Tradition*; Fulbright National Screening Committee (Japan/Korea).

University Service: Advisory Committee, Center of Medieval and Renaissance Studies; Oversight Committee, Center for the Study of Religion; Chair, East Asian Studies Center Lecture Series Committee; Humanities Committees, Undergraduate Studies Directors and Coordinating Advisors.

Field Experience: Japan, France.

Languages: Japanese (5), French (4)

EA Courses Taught: Japanese Literature: Medieval and Edo Periods; Performance Traditions of Japan; Studies in Japanese Drama; Japanese Literature in Translation; Classical Japanese II. [Number of EA courses taught: 4]

Specialization: Theater and performance theory; Japanese Noh theatre; Japanese medieval literature and artistic theories; issues of tradition and modernity in traditional performing arts of Japan; literary translation; Japanese language instruction.

Publications: "Zeami: Noh's founding genius," *A History of Japanese Theatre*, edited by J. Salz, Cambridge University Press, 2016; "Kanze Hisao: Renaissance actor," *A History of Japanese Theatre*, edited by J. Salz, Cambridge University Press, 2016; "Enken to watashi (My experience with 'distant vision')," *Zeami no Kotoba Hyaku Sen (One Hundred Key Words of Zeami)*, edited by R. Yamanaka, Hinoki Shoten, 2013. [Number of recent publications: 5 articles/chapters]

Advising 2013-17: Completed: 2 MA, 1 undergraduate honors thesis; In Progress: 1 MA

Outreach Activities: Advisor, Y2K, Healthy Asian Youth (YOU), and HAY-U student dance organizations, 2010-present.

Outside Evaluations Tenure reviews: 2; Articles refereed for journals: 6

Distinctions: Internal: Order of Omega Honor Society Teaching Recognition Award.

External: Toshiba International Foundation Grant; Japan Foundation Research Fellowship; Fulbright Senior Research Grant; CMRS Small Grant. [Career External Grants: 6]

CHRISTOPHER A. REED**100% East Asia****Associate Professor, Department of History (tenured)**

Education: PhD, University of California at Berkeley, 1996; M. Phil., University of Glasgow, 1984; BA, McGill University, 1978.

Nat'l/Int'l Service: Editorial Board, *Twentieth Century China*; Editorial Board, *ICAS Proceedings, Book History*; External Proposal Reviewer, Social Sciences and Humanities Research Council of Canada, (US) National Science Foundation; External Evaluator, Promotion and Tenure Review; External Examiner, Kenyon College, US Naval Institute.

University Service: Advisory Council, East Asian Studies Center; Graduate Studies Chair and Committee Member, Interdisciplinary East Asian Studies MA Program; Member, FLAS Fellowship Selection Committee, East Asian Studies Center; Mentor, Diversity Enhancement Program, OSU Office of Academic Affairs.

Field Experience: China, Taiwan, Hong Kong, Japan, Korea, Thailand, Singapore, Malaysia, Indonesia

Languages: Chinese (5), French (4), Japanese (3), German (2), Russian (2)

EA Courses Taught: Contemporary China, 1921-2000; Modern China, 1750-1949; Studies in Chinese History; Readings in Chinese History; East Asia and the Modern/Contemporary World; Shanghai 1750-2050 (faculty-led study abroad program); Introduction to Graduate-Level East Asian Studies. [Number of EA courses taught: 24]

Specialization: Modern Chinese history; Chinese industry and business; modern publishing and print/visual culture.

Publications: "Dukes and nobles above, scholars below: Beijing's old booksellers' district Liulichang, 1769-1944—and its influence on 20th-century Shanghai's book trade," *East Asian Publishing & Society*, vol. 5, pp. 74-128, 2015; "Propaganda by the book: Contextualizing and reading the Zhejiang GMD's 1929 textbook 'Essentials for Propaganda Workers,'" *Frontiers of History in China*, vol. 10, pp. 96-125, 2015; "Epilogue: Beyond the age of cultural entrepreneurship (1949-present)," co-authored with N. Volland, *The Business of Culture*, pp. 259-282, 2014; "From woodblocks to the internet: Chinese printing, publishing, and literary fields in transition, c. 1800-2008," and "Advancing the (Gutenberg) Revolution: The origins and development of Chinese print communism, 1921-1947," *From Woodblocks to the Internet: Chinese Publishing and Print Culture in Transition, circa 1800 to 2008*, co-edited with C. Brokaw, pp. 1-38 and pp. 275-314, 2010; "Shanghai, from Chinese hub port to global treaty port (1730-1865)," *Places of Encounter: Time, Place, and Connectivity in World History*, edited by A. MacKinnon, Westview, 2012; "Lithographic and modern Chinese printing," *Encyclopedia of Modern China*, Scribner/Thomson/Gale, 2009. [Number of recent publications: 6 articles/chapters]

Advising 2013-17: Completed: 10 PhD, 4 MA; In Progress: 7 PhD, 1 visiting PhD, 1 MA, 7 PhD

Outreach Activities: Invited lectures both nationally and internationally.

Outside Evaluations: Tenure reviews: 10; Books and articles refereed: 200

Distinctions: Internal: Faculty Grants, Colleges of Arts and Sciences, Arts and Humanities, Office of International Affairs, Department of History.
External: Reviewer, IIE Fulbright; Fulbright Senior Scholar Research Grant, US Department of State and CIES to Academia Sinica; D.F. McKenzie Endowed Lectureship in Book History, National Library of New Zealand; Visiting Professor, Victoria University of New Zealand; Awardee, Book Prize for Best Book in the Humanities, International Convention of Asia Scholars, 2005; Publication Subvention, Chiang Ching-Kuo Foundation for International Scholarly Exchange; Fall Study-Tour Fellowship, Korea Society of New York and Korea Foundation of Seoul. [Career External Grants: 10]

RANDALL L. SCHWELLER**25% East Asia****Professor, Department of Political Science (tenured)**

Education: PhD, Columbia University, 1993; MPhil, Columbia University, 1991; MA, Columbia University, 1990; BA, State University of New York, Stony Brook, 1984.

Nat'l/Int'l Service: Editorial Board Member, *Foreign Affairs Review* (Beijing); Editor-in-Chief, *Security Studies*; Jury Panel Member, The Grawemeyer Award for Ideas Improving World Order; Editorial Board, *International Security*.

University Service: Director, National Security Studies, Merzhon Center for International Security Studies.

Specialization: International security.

Publications: *Maxwell's Demon and the Golden Apple: Global Discord in the New Millennium*, The Johns Hopkins University Press, 2014, Chinese edition forthcoming; "The balance of power in world politics," *Oxford Research Encyclopedia, Politics*, Oxford University Press, 2016; "China's aspirations and the clash of nationalisms in East Asia: A neoclassical realist examination," *International Journal of Korean Unification Studies*, vol. 23, no. 2, December 2014; "The concept of middle powers," paper commissioned by the Expert Commission on Middle Power Diplomacy for its multi-year project on the "Study of South Korea as a Global Power" hosted at the Center for Strategic and International Studies, Washington, DC, 2014. [Number of recent publications: 1 book; 14 articles/chapters]

Outside Evaluations: Books and articles refereed: Provided service for 13 journals and 7 publications

Distinctions: Internal: Joan N. Huber Faculty Fellow, Social and Behavioral Sciences, 2012-15.

IAN SHELDON**15% East Asia****Andersons Professor of International Trade, Dept. of Agricultural, Environmental, and Development Economics (tenured)**

Education: PhD, University of Salford, 1981; BSc, University of Salford, 1978.

Nat'l/Int'l Service: Chair, International Agricultural Trade Research Consortium; Feature Articles Editor, *Applied Economic Perspectives and Policy*; Associate Editor, *European Review of Agricultural Economics*; Editorial Council, *EconoQuantum*; Editorial Council, *Ensayos Revista de Economía*; Editor, *American Journal of Agricultural Economics*; Advisory Board Member, *Journal of Agricultural and Food Industrial Organization*.

University Service: University-Wide Review of Undergraduate Education Committee; Alumni Teaching Award Committee; Vice-Chair/Chair, OARDC Research Enhancement Grant Committee.

Field Experience: Mexico, United Kingdom

Languages: French (2), German (2), Spanish (1)

EA Courses Taught: China's Economic Reforms and Globalization.

Specialization: Industrial organization; international trade, policy analysis.

Publications: "A legal and economic critique of President Trump's China trade policies," co-authored with D. Chow and W. McGuire, *University of Pittsburgh Law Review*, forthcoming; "Agglomeration economies or selection: An analysis of Taiwanese science parks," co-authored with S. Hasan, A. Faggian, & H. A. Klaiber, *International Regional Science Review*, vol. 41, no. 3, pp. 335-363, 2016; *China's Agricultural Trade: Issues and Prospects*, editor, 2007 International Agricultural Trade Research Consortium Proceedings, 2009; "Comments on, 'Is the Chinese Growth Miracle Built to Last?' and 'Will the Renminbi become a World Currency?'" *China Economic Review*, vol. 20, no. 1, 2009. [Number of recent publications: 3 articles]

Advising 2013-2017: Completed: 5 PhD; In Progress: 3 PhD

Outreach Activities: Columbus Metropolitan Club lecture; "Global Economic Outlook," Economic Outlook Conference, Ohio Wesleyan University; "The Trans-Pacific Partnership: What might it mean for US agriculture?" Agricultural Policy and Outlook Preview Conference; "Do China's rising wages mean the end of its competitive edge?" Agricultural Policy and Outlook Preview Conference; Andersons Grain Company Annual Meeting lecture.

Outside Evaluations: Tenure reviews: 35; Books and articles refereed and reviewed: 8 books, numerous articles

Distinctions: Internal: Alumni Award for Distinguished Teaching; Departmental Research Award, OARDC; Outstanding Teacher Award, College of Food, Agricultural, and Environmental Sciences; Gamma Sigma Delta Teaching Award of Merit; Plimpton Outstanding Teaching Award.

External: AAEA Award for Communication of Outstanding Quality; Chair, IATRC; USDA/NRI Market Structure and Biotechnology Research Grant; USDA/NRI Economic Research Service Grants.

[Career External Grants: 19]

ODED SHENKAR**25% East Asia****Ford Motor Co. Chair in Global Business Management; Professor, Dept. of Management and Human Resources (tenured)**

Education: PhD, Columbia University, 1981; MPhil, Columbia University, 1979; MS, The Hebrew University of Jerusalem, 1978; BA, The Hebrew University of Jerusalem, 1976.

Nat'l/Int'l Service: Editorial Board, *International Journal of Cross-Cultural Management*; Editorial Board, *Management and Organization Review*; Senior Editor, *Management and Organization Review*.

University Service: Academic Director, National Center for the Middle Market, Fisher College of Business; International Business Area Head, Fisher College of Business; Executive Committee Member, Fisher College of Business.

Field Experience: China, Hong Kong, Japan, Korea

Languages: Hebrew (5), French (5), Chinese (3)

EA Courses Taught: Comparative Management Systems: Japan and the US; Chinese Management Systems; Japanese Management Systems. [Number of EA courses taught: 2]

Specialization: Chinese management; international strategy.

Publications: *Navigating Global Business: A Cultural Compass*, co-authored with S. Ronen, Cambridge University Press, 2017; *International Business*, 3rd ed., co-authored with Y. Luo and T. Chi, Routledge, 2014; "The quality of local government and firm performance: The case of China's provinces," co-authored with J. J. Choi & C. Jiang, *Management and Organization Review*, vol. 11, no. 4, pp. 679-710, 2015; "FDI experience location and subsidiary mortality: Differences in national culture and the expansion of Korean MNEs," co-authored with Y. Zeng, S. Song, & S.-H. Lee, *Management International Review*, vol. 53, no. 3, pp. 477-509, June 2013; *The Great Deleveraging: Economic Growth and Investment Strategies for the Future*, co-authored with H. C. Dixon, Financial Times Press, 2011, Chinese edition 2013. [Number of recent publications: 3 books; 13 articles/chapters]

Outreach Activities: Various appearances in print publications, radio, and TV.

Outside Evaluations: Articles refereed: 24

Distinctions: Internal: Mershon Center for International Security Studies Grants; CIBER Global Competence Awards.

External: Distinguished Scholarly Contribution Award, International Association of Chinese Management Researchers (IACMR); Academy of International Business Fellow; Council for Business Development and Integration Executives; Hong Kong Government Research Grant Council Grant; The PricewaterhouseCoopers Endowment for The Business of Government Grant; Academic Board, Hang Lung Center for Organizational Research at the Hong Kong University of Science and Technology. [Career External Grants: 13]

C.K. SHUM**10% East Asia****Professor & Distinguished University Scholar, Division of Geodetic Science, School of Earth Sciences & Byrd Polar Research Center (tenured)**

Education: PhD, The University of Texas at Austin, 1982, M.Sc.; The University of Texas at Austin, 1975; BSc, The University of Texas at Austin, 1974.

Nat'l/Int'l Service: Lead Author, Intergovernmental Panel for Climate Change (IPCC) Fourth Assessment, Working Group 1 (WG1-AR4), Chapter 5, *Observations: Oceanic Climate Change and Sea Level*, 2004–07 (IPCC and Al Gore, Jr. were jointly awarded the 2017 Nobel Peace Prize); Associate Editor, IEEE Geosciences Remote Sensing Letters (GRSL); Editorial Board, *Journal of Geodesy and Geodynamics*.

University Service: Faculty Member, Environmental Science Graduate Program, Interdisciplinary East Asian Studies MA Program; Member, Strategic Advisory Council, Global Gateway India; Associate Faculty Member, John Glenn Institute for Public Service and Public Policy.

Field Experience: China, Singapore, Vietnam, Bangladesh, India, Taiwan, Vietnam, Brazil, Chile, New Caledonia, Nepal, Pakistan, Kyrgyzstan, Greenland, Iceland, Norway, Spain, France, Germany, United Kingdom, Japan, Korea, Indonesia, Malaysia, Australia, New Zealand, Italy, Denmark, Switzerland, Austria

Languages: Chinese (5)

Specialization: Satellite geodesy; coastal vulnerability; sea-level science; geodynamics; satellite oceanography; hydrology

Publications: "Sizing a tsunami," co-authored with T. Song, *Sensing Our Planet: NASA Earth Science Research Features 2013*, National Snow and Ice Data Center, <https://earthdata.nasa.gov/featured-stories/featured-research/sizing-tsunami>; "Lunar global shape and polar topography derived from Kaguya-LALT laser altimetry," co-authored with H. Araki, et al., *Science*, vol. 323, pp. 897–890, 2009. [Number of recent publications: 67 articles/chapters]

Advising 2013-17: Completed: 23 PhD, 8 MA; In Progress: 6 PhD

Outreach Activities: Numerous lectures to K-12 schools in US and China; established K-12 outreach websites as a result of NASA, NSF, and NOAA grants.

Outside Evaluations: Articles refereed: 250+

Distinctions: Internal: Outstanding Faculty Mentor Award, School of Earth Sciences; Distinguished University Scholar Award; Lumley Research Award, College of Engineering; Senior Weikko A. Heiskanen Geodesy Award. [Career External Grants: 57 (PI), 31 (Co-PI)].

PATRICIA SIEBER**100% East Asia****Associate Professor, Department of East Asian Languages and Literatures (tenured)**

Education: PhD, University of California, Berkeley, 1994; MA, University of California, Berkeley, 1988; Beijing Language Institute, 1985; BA, University of Zurich, 1983.

Nat'l/Int'l Service: Editorial Board, *East Asian Publishing and Society* (2013-present); Program Co-Chair, Title VI Evaluation Conference, February 2013; Editorial Board, *Journal of Chinese Literature and Culture*, 2012-present; Program Chair, Midwestern Council for Asian Affairs Annual Conference, 2010; ACLS/Andrew Mellon Early Career Fellowships, 2008-10; Stanford Humanities Center, 2007-09, 2011; Reviewer, Fulbright IIE Fellowship Program; Advisory Board, *Contemporary Buddhism*, 2002-present.

University Service: Director, East Asian Studies Center, 2005-13; Director, Institute for Chinese Studies, 2005-10; President's and Provost's Leadership Institute, 2007-09; Diversity Enhancement Committee.

Field Experience: China, Taiwan, Hong Kong, Macao, Japan, France, Germany, UK, Russia, Switzerland

Languages: Chinese (5), Japanese (3), German (5), French (5), Latin (2)

EA courses taught: Traditional Chinese Fiction in Translation ; Chinese Drama. [Number of EA courses taught: 11]

Specialization: Chinese drama and lyrical genres, 1300-1700; Chinese fiction, 1500-1800; Chinese-European cultural relations; Buddhism and Chinese literary culture; gender studies.

Publications: "Nobody's genre, everybody's song: Sanqu songs and the expansion of the literary sphere in Yuan China," *Journal of Chinese Literature and Culture*, vol. 1, pp. 29-64, 2014; "The imprint of the imprints: Sojourners, Xiaoshuo translations, and the transcultural canon of early Chinese fiction in Europe, 1697-1826," *East Asian Publishing and Society*, vol. 3, pp. 31-70, 2013; *Theaters of Desire: Authors, Readers, and the Reproduction of Early Chinese Song-Drama, 1300-2000*, 2003; *Red Is Not the Only Color: Contemporary Women's Fiction on Love, Friendship and Sex Between Women, Collected Stories*, 2001. [Number of recent publications: 7 articles/chapters]

Advising 2013-2017: Completed: 7 PhD, 4 MA; In Progress: 3 PhD

Outreach Activities: PI, National Consortium for Teaching about Asia (NCTA), 2006-13; Lead Instructor, NCTA seminar at OSU, 2011-12, 2017-18.

Distinctions: External: ACLS Comparative Perspectives on Chinese Society Grant, 2015; CCFK Conference Grant, 2016; PI, NRC/FLAS, EASC, OSU, 2006-13; Freeman Foundation Undergraduate Asian Studies Initiative, 2006-10; NEH Summer Stipend; ACLS/Library of Congress Fellowship in International Studies; DAAD Research Fellowship; Friends of the Princeton Library Grant; Chiang-Ching Kuo Research Grant; Center for Chinese Studies, Taipei; R.O.C. Ministry of Education Grant. [Career External Grants: 17]

DANIEL SUI**25% East Asia****Distinguished Professor, Department of Geography (tenured)**

Education: PhD, University of Georgia, 1993; MS, Peking University, 1989; BS, Peking University, 1986.

Nat'l/Int'l Service: Editor-in-Chief, *GeoJournal*; Senior Review Panel, US National Science Foundation, Environmental Protection Agency; Member, US National Mapping Science Committee.

University Service: Member, China Gateway Faculty Advisory Committee; Member, ASC Dean's Urban Initiative Advisory Committee; Director, Geographic Analysis Core, Institute of Population Research (IPR).

Field Experience: China, Mexico

Languages: Chinese (5), Japanese (1)

EA courses taught: [Number of EA courses taught: 3]

Specialization: Urbanization in China; Environmental policies in China; sustainable development; GIScience.

Publications: "The coming age of open GIScience," *Transactions in GIS*, 2013; *Crowdsourcing Geographic Knowledge: Volunteered Geographic Information in Theory and Practice*, co-edited with S. Elwood & M. Goodchild, Springer, 2012; "Pareto's law and sample size: A case study of China's urban system, 1984–2008," co-authored with S. Li, *GeoJournal*, vol. 78, no. 4, pp. 615-626, 2012. [Number of recent publications: 2 books; 14 articles]

Advising 2013-17: Completed: 3 MA; In Progress: 2 PhD, 3 MA

Outreach Activities: Faculty Advisor, Chinese Students Association (TAMU); frequent lectures at local schools on Chinese culture and language.

Outside Evaluations: Tenure reviews: 25; books and articles refereed: 54 (past four years only)

Distinctions: Internal: Distinguished Professor of Social and Behavioral Sciences. External: Guggenheim Fellow, 2009; JingShi Scholar, Beijing Normal University.

QINGHUA SUN**10% East Asia****Professor, Division of Environmental Health Sciences, College of Public Health and Professor, Division of Cardiovascular Medicine, Department of Internal Medicine (tenured)**

Education: PhD, Peking Union Medical College and Chinese Academy of Medical Science, 1996; MD, The Second Military Medical University, 1987.

Nat'l/Int'l Service: China Grant Review Ad-Hoc Member, Food and Health Bureau (FHB) of The Government of the Hong Kong Special Administrative Region; Grant Review Ad-Hoc Member, The British Diabetic Association (Diabetes UK); Grant Review Ad-Hoc Member, Alzheimer's Association; Senior Visiting Fellow, Fudan University, China; Member, Advisory Committee of Shanghai Health-Meteorology program, China; Member, Advisory and Academic Committee, Shandong University Climate Change and Health Center, China; Visiting Professor, Dalian Medical University, Dalian, Liaoning, China; Editor-in-Chief, *Environmental Disease*; Associate Editor, *Life Sciences*; Academic Editor, *PloS One*; Member, Society of Toxicology; Member, American Heart Association.

University Service: Assistant Dean, Global Public Health, College of Public Health (CPH); Member, OSU Molecular, Cellular, and Developmental Biology Program; Investigator, Davis Heart and Lung Research Institute; Graduate School's University Fellowship Review Committee; Member, Graduate Studies Committee, CPH; Member, Undergraduate Studies Committee, CPH.

Field Experience: China

Languages: Chinese (5)

Specialization: Environmental health sciences.

Publications: "Case study of dust event sources from the Gobi and Taklamakan deserts: An investigation of the horizontal evolution and topographical effect using numerical modeling and remote sensing," co-authored with J. Fan, X. Yue, & S. Wang, *Journal of Environmental Sciences*, vol. 56, pp. 62-70, 2017; "Post-effect of air quality improvement on biomarkers for systemic inflammation and microparticles in asthma patients after the 2008 Beijing Olympic Games: A pilot study," co-authored, *Inflammation*, vol. 40, pp. 1214-1224, 2017. [Number of recent publications: 21 articles/chapters]

Advising 2013-17: Completed: 3 PhD, 5 MA, 2 Undergraduate; In-process: 1 PhD

Outside Evaluations: Journals refereed: 29

Distinctions: Internal: Fulbright Specialist grant award, The Fulbright Scholar Program; "Distinguished Undergraduate Research Mentor" Award; Nominee, "Distinguished Undergraduate Research Mentor"; Nominee, "Distinguished Undergraduate Research Mentor of the Year."

External: Extramural Papers of the Month, National Institute of Environmental Health (NIEHS); Paper of the Year Award, Inhalation and Respiratory Specialty Section, Society of Toxicology (SOT); Young Investigator Award, Inhalation & Respiratory Specialty Section, SOT; Clinical Pharmacy and Pharmacology Specialty Award, Society of Critical Care Medicine (SCCM). [Career External Grants: 16]

AI TERADA**100% East Asia****Lecturer, Department of East Asian Languages and Literatures**

Education: MA, The Ohio State University, 2004; BA, Kansai Gaidai University, 2002.

Pedagogy Service: Test Developer and Assistant Level Coordinator, National Japanese Exam (NJE) Test Development Committee, American Association of Teachers of Japanese (AATJ).

Field Experience: Japan

Languages: Japanese (5)

EA Courses Taught: Japanese Levels 2 and 4; Intensive Japanese; Japanese Individualized Instruction; Japanese Culture. [Number of EA courses taught: 6]

Specialization: Japanese language pedagogy.

NANCY TEN-JUNG TEWKSBURY**80% East Asia****Lecturer, Department of East Asian Languages and Literatures; Department of Comparative Studies**

Education: PhD, Harvard University, 2009; MFA, Columbia University, 2000; Rotary International Scholar, University of Oxford, 1992-93; BA, Brown University, 1991.

Field Experience: China

Languages: Mandarin Chinese (4), Classical Chinese (4), French (2), Sanskrit (1)

EA Courses Taught: Chinese Modern Culture; China Pop: Contemporary Popular Culture and Media in Greater China. [Number of EA courses taught: 3]

Specialization: Modern Chinese literature, film, popular culture, visual studies; classical/pre-modern Chinese poetry; international film history; experimental film and video; film analysis; English and French poetry (modern); psychoanalytic film and literary theory; post-structuralist and post-humanist theories of sensation and representation; comparative literature topics.

Publications: "Stone blind and beside ourselves: Ouyang Xiu's touching poetics and the ends of critical vision," *Diacritics*, vol. 44, no. 1, pp. 62-75, 2016; "Cracking a 'Book from the Sky': Art in the age of the world grid," *Convolution: Journal for Critical Experiment*, vol. 1, no. 1, pp. 136-157, Fall 2011. [Number of recent publications: 1 article]

Distinctions: External: Harvard University Dissertation Completion Fellowship; Andrew Mellon Curatorial Fellowship, Fogg Art Museum, Harvard University. [Career External Grants: 1]

RICHARD TORRANCE**100% East Asia****Professor, Department of East Asian Languages and Literatures (tenured)**

Education: PhD, Yale University, 1989; MPhil, Yale University, 1985; MA, Yale University, 1984; BA, University of Washington, 1980.

Nat'l/Int'l Service: Organizer, Association for Japanese Literary Studies (AJLS) Conference, "Rhetoric and Region, 2012: The Local Determinants of Literary Expression"; Translation Accuracy Reader, National Endowment for the Arts.

University Service: Director, Institute for Japanese Studies, 2005-2008, 2009-2015; Associate Director, East Asian Studies Center, 2005-2008, 2009-2015; Oversight Committee, Institute for Collaborative Research and Public Humanities; Chair, East Asian Studies Center Library Committee; Committee of Initial Inquiry; Faculty Hearing Committee; University Research Committee; Committee on Protection of the Environment; Advisor, Japanese Student Organization.

Field Experience: Japan

Languages: Japanese (5), Chinese (4)

EA Courses Taught: Modern Japanese Literature in Translation; Topics and Problems in Japanese Literature; Japanese Bibliography and Research Methods. [Number of EA courses taught: 5]

Specialization: Pre-modern and modern Japanese literature; Japanese film.

Publications: "Japanese Studies and Area Studies at The Ohio State University," *Japanese Studies around the World*, vol. 20, pp. 151-157, 2017; 「コメント」、失われた20年と日本研究のこれから、Overseas Symposium Proceedings, vol. 22, pp. 127-129, 2017; 「京都、出雲と日文研の思い出」、日文研、vol. 59, pp. 128-130, 2017; 「出雲の文化史を探究する」、神道フォーラム、vol. 52, p. 6, 2016; "The infrastructure of the gods: Izumo in the Yayoi and Kofun periods," *Japan Review*, vol. 29, pp. 1-38, 2016; "Tokuda Shūsei and the development of dialogic narrative strategies in depicting common life," *Japanese Language and Literature*, vol. 49, no. 1, pp. 31-65, April 2015; *Rhetoric and Region: Local Determinants of Literary Expression*, editor, Association of Japanese Literary Studies, 2013; "Literary accounts of the decline of senba," *Monumenta Nipponica*, vol. 67, no. 1, pp. 87-131, 2012; "The people's library: 'The Spirit of Prose Literature' vs. fascism," *The Culture of Japanese Fascism*, edited by A. Tansman, Duke University Press, 2008. [Number of recent publications: 1 book; 6 articles/chapters]

Advising 2013-17: Completed: 1 MA; In Progress: 3 PhD

Outside Evaluations: Tenure reviews: 14; Books and articles refereed: 19; Program reviews: 1

Distinctions: Internal: OSU College of the Humanities Research Committee Publication Subvention.
External: Nichibun Fellow, Kyoto, Japan; Northeast Asia Council (NEAC) Grant, Association for Asian Studies; Japan Foundation Center for Global Partnership Grant; Japan Foundation Research Fellowship; Fulbright Senior Scholar Award. [Career External Grants: 15]

JOEL WAINWRIGHT**20% East Asia****Professor, Department of Geography (tenured)**

Education: PhD, University of Minnesota, 2003; MA, University of Minnesota, 1998; BA, Bucknell University, 1995.

Nat'l/Int'l Service: Editorial Committee, *Dialogues in Human Geography*, *Annals of the American Association of Geographers*; *Geoforum* University Service: Co-organizer, 'Local Worlds,' Working Group, Institute for Collaborative Research and Public Humanities; Robinson Competition Committee; Fulbright Competition Reviewer; Graduate Studies Committee; Critical Geography Conference Planning Committee.

Field Experience: South Korea, Belize, Mexico

EA Courses Taught: Geography of Development. [Number of EA courses taught: 7]

Specialization: Geography and development.

Publications: "Mapping human terrain in the Joint Army-Navy Intelligence Study of Korea (1945)," co-authored, *Cultural Geographies*, under review; "Agamben, postcoloniality, and sovereignty in South Korea," co-authored, *Antipode*, under review; "'Critique is impossible without moves': An interview with Kōjin Karatani," *Dialogues in Human Geography*, vol. 2, no. 1, pp. 30-52, 2012; "Revisiting regulation theory for the analysis of South Korea," co-authored, *Journal of Korean Economic Geography*, vol. 13, no. 4, pp. 562-583, 2010; "When seed fails: The contested nature of neoliberalism in South Korea," co-authored, *Geoforum*, vol. 41, pp. 723-733, 2010. [Number of recent publications: 11 articles/chapters]

Advising 2013-17: Completed: 4 PhD

Outreach Activities: Invited Speaker, Seoul National University and Konkuk University; Presentation, "Reflections on postcoloniality and Korea," Annual meeting of the AAG; Presentations; Presentations, Second Global Conference of Economic Geography: "Why was rice excluded from the Korea-USA Free Trade Agreement?"; "Neoliberalism and transnational resistance to the Korea-USA Free Trade Agreement," and "Offshoring dissent: The Singaporean state and the spaces of resistance at the 2006 IMF-World Bank meetings."

Outside Evaluations: Books and articles refereed: Referee for 32 journals and 11 book publishers

Distinctions: External: Korean Foundation Research Grant.

GALAL WALKER**100% East Asia****Professor, Department of East Asian Languages and Literatures (tenured)**

Education: PhD, Cornell University, 1982; MA, Cornell University, 1971; BA University of Texas-Austin, 1969.

Pedagogy Training: Courses in language pedagogy, Cornell University, 1971.

Nat'l/Int'l Service: Chair, National Chinese Language and Culture Coalition; Board of Visitors, Defense Language Institute; President, Midwest US-China Association; US Department of Education Proposal Review Panel; Board of Directors, US-China Education Council.

University Service: Director, National East Asian Language Resource Center; Board of Advisors, Center for International Business Education and Research, University Research Committee, Patents and Copyrights Subcommittee; Chair, International Committee, College of Humanities.

Pedagogy Service: National Association of Self Instructional Language Programs; Editor, *Journal of Chinese Language Teachers Association*; Board of Advisors, Center of Language Study, Brigham Young University.

Field Experience: China, Japan

Languages: Chinese (5)

EA Courses Taught: Seminar in the Learning of East Asian Languages and Cultures; Language in China. [Number of EA courses taught: 9]

Pedagogy Courses: Pedagogical Syntax for East Asian Languages; Seminar in Learning East Asian Languages and Cultures.

Specialization: Chinese language and culture pedagogy; computational applications in language pedagogy; early Chinese poetry.

Publications: *The Pedagogy of Performing in Another Culture*, Foreign Language Publications, 2011; *Chinese: Communicating in the Culture*, vol. 1-4, Foreign Language Publications, 2005-2008; "Performed culture: Learning to participate in a foreign culture," *Foreign Language Policy and Pedagogy*, edited by R. Lambert, 2000. [Career Publications: 6 books; 14 text/audio Chinese pedagogy volumes; 1 video production; 18 edited volumes; 16 articles]

Advising 2013-17: Completed: 9 PhD, 3 MA

Outreach Activities: TV, radio and newspaper interviews on China and Chinese language learning in local, national and international outlets; Chinese language instruction program development, Gahanna Public Schools, Metro High School, and Dover High School; Facilitator/Instructor, StarTalk Summer Day Camp.

Outside Evaluations: Tenure reviews: 12; Institutional evaluations: 5; Referee for *Foreign Language Annals*, *Clear*, and *Chinese Language Teachers Journal*

Distinctions: External: ADFL "Distinguished Service to the Profession," Modern Language Association, 2012; "Walton Lifetime Achievement Award," Chinese Language Teachers Association; "China Language and Culture Friendship Award," PRC Ministry of Education (1st recipient in the English-speaking world); National Endowment for the Humanities Challenge Grant. [Career External Grants: 23]

JIANQI WANG**100% East Asia****Associate Professor, Department of East Asian Languages and Literatures (tenured)**

Education: PhD, University of Hawai'i-Manoa, 1996; MA, Shantung University, 1988; BA, Shantung Normal University, 1982.

Nat'l/Int'l Service: Invited Speaker and Trainer, First National Workshop for Chinese Language Teachers, Ministry of Education of France; Editorial Board, *Language Science and Technology Monograph Series*; Editorial Board, *Chinese Language and Computing*.

University Service: Associate Director, National East Asian Language Resource Center.

Pedagogy Service: Advisory Committee, Pedagogical Resources Development, Chinese Language International; Advisor, K-12 Association for Better Pedagogy in Qingdao; Adviser, Fenghuang Tai Elementary School.

Field Experience: China

Languages: Chinese (5)

EA Courses Taught: Analysis of Contemporary Chinese Media; Negotiating in Chinese; Chinese Translation Workshop; Chinese Individualized Instruction. [Number of EA courses taught: 7]

Pedagogy Courses: Pedagogical Syntax for East Asian Languages.

Specialization: Language spread and language pedagogy; Chinese media and public opinion; Chinese linguistics; cross-cultural communication.

Publications: "English, Chinese and global language," *World Language Studies*, 2014; "Disparity between intention and reality: A study on China's brain drain," Aarhus University, March 2014; "On Universality," *People's Daily*, December 2013; "Negotiating in Chinese culture: A new course of content-based instruction," *Essays on Content-based Language Instruction*, Monterey Institute of International Studies, 2005; *Tell It Like It Is: Natural Chinese for Advanced Learners*, Yale University Press, 2005; "On Globalization," *Viewpoints of China*, 2002. [Number of recent publications: 3 articles/chapters]

Advising 2013-17: Completed: 19 MA; In Progress: 5 MA

Distinctions: External: Invited Speaker and Trainer, First National Workshop for Chinese Language Teachers, Ministry of Education of France; Keynote Speaker, International Conference on Chinese Computing: E-learning at the Millennium, National University of Singapore; Advisor to DoxTV.

UDO WILL**25% East Asia****Professor, Department of Music (tenured)**

Education: PhD, University of Bielefeld; MA, University of Bielefeld.

Nat'l/Int'l Service: New York Academy of Science; Society for Neuroscience; Australian Musicological Society; Past President, European Seminar in Ethnomusicology; Society for Ethnomusicology; International Council of Traditional Music; Association for Chinese Music Research; Editorial Board, SOAS/Ashgate 'Musicology Series'; Editor-in-Chief, *ESEM-Counterpoint*; Associate Editor, *Music Perception*.

University Service: Coordinator, Ethnomusicology Program; Director, Cognitive Ethnomusicology Lab; Advisor, Chinese Traditional Music Club and Society for the Promotion of Indian Classical Music and Culture amongst Youth.

Field Experience: China, Thailand, Malaysia, Australia, Egypt

Languages: German (5), French (2), Chinese (2), Hokkien (1), Thai (1), Malay (1), Arabic (1)

EA Courses Taught: Chinese Music. [Number of EA courses taught: 1]

Specialization: Chinese and Australian Aboriginal music; cognitive ethnomusicology.

Publications: *The Destruction of the Tiao: Contemporary Changes in Chinese Music, in Particular the Solo Music for Zheng* (in German), Peter Lang, 1994; "Prospects for a reorientation in cognitive ethnomusicology," *Selbstreflexionen der Musikwissenschaft, Die Musikforschung*, edited by W. Steinbeck and B. Kassel, 2008; "The effects of tonal information on lexical activation in Mandarin speakers," co-author, *Proceedings of the 20th North American Conference on Chinese Linguistics*, vol. 1, edited by M. K. M. Chan and H. Kang, East Asian Studies Center, 2008; "The role of pitch contours in tonal language processing," co-author, *Proceedings of the 2008 International Speech Prosody Conference*, 2008; "'In the garden of cultural identities silk flowers quickly grow roots': On the logic of culture, race and identity in postmodernist discourse," *EME*, vol. 12, 2007; "Do vocal and instrumental primes affect word processing differently? An fMRI study on the influence of melodic primes on word processing in Chinese musicians and non-musicians," co-author, *Proceedings of the 25th Conference of the European Society for the Cognitive Sciences of Music*, Ghent, 2017. [Number of recent publications: 4 articles/chapters]

Advising 2013-17: Completed: 4 PhD, 4 MA; In Progress: 3 PhD

Outside Evaluations: Tenure reviews: 3; books and articles refereed: 42

ROGER WILLIAMS**15% East Asia****Associate Professor, Forest Ecosystem Analysis and Management, School of Environment and Natural Resources (tenured)**

Education: PhD, University of Maine, 1986; MS, The Ohio State University, 1981; BS, The Ohio State University, 1977.

Nat'l/Int'l Service: Society of American Foresters; Society of American Foresters World Forestry Committee; Ohio Chapter of Society of American Foresters; Chairman, Ohio Society of American Foresters Forest Policy Committee; Vinton Furnace Experimental Forest Research Committee; Session Chair, Conference on Biodiversity and Ecosystems, Suzhou, China; Forum Chair, 1st Annual International Conference of Emerging Industries, Shenzhen, China.

University Service: Director, China Undergraduate Research Abroad Program; Member, Academic Affairs Committee, School of Environment and Natural Resources; Chairman, Faculty Search Committee, School of Environment and Natural Resources; Wolfe Scholarship Committee, Office of International Affairs, Education Abroad Programs; Eminence Fellows Program and Scholarship Committee, University Honors and Scholars Program.

Field Experience: China

Specialization: Forest management; wildland fire science; silviculture; forest carbon; China forestry

Publications: "The effects of resin tapping on the radial growth of masson pine trees in South China: A case study," co-authored with C. Nauman & J. Zhu, *Agricultural Research and Technology: Open Access Journal*, vol. 8, no. 2, 2017; "Reducing China's timber deficit and restoring forest ecosystems and habitat: Are they compatible?," *MOJ Ecology and Environmental Sciences*, vol. 2, no. 5, 2017; "A bird community survey of Chinese fir, masson pine and eucalyptus plantations in South China: A case study," *Journal of Ecology and Natural Resources*, vol. 1, no. 1, 2017. [Number of recent publications: 1 book; 12 articles/chapters]

Advising 2013-17: Completed: 5 visiting scholar/post doc, 13 PhD, 32 MA

Outreach Activities: Provided a lecture series on forest carbon sequestration and forest management in Guangxi Province; Hosted visiting scholars from Guangxi University, Guangxi Ecological Engineering Vocational and Technical College and Northeast Forestry University; Consultant, Pacific Millennium Corp., Ltd., San Diego, CA and Hong Kong.

Distinctions: External: Golden Silk Ball Award, People's Government of Guangxi Autonomous Region, P.R. China.

MAX D. WOODWORTH**33% East Asia****Assistant Professor, Department of Geography and Undergraduate International Studies Program (tenure-track)**

Education: PhD, University of California, Berkley, 2013; MA, University of California, Berkley, 2007; BS, Georgetown University, 1998.

University Service: EASC Graduate Studies Committee member; Foreign Language and Area Studies Fellowship review committee member

Field Experience: China, Taiwan, Japan

Languages: Chinese (4), French (5), German (5)

EA Courses taught: Urban China: Space, Place, and Urban Transformation. [Number of EA courses taught: 6]

Specialization: The political economy of urbanization in China with emphasis on urban transformations in lower-tier cities of the Chinese interior territories; secondary emphasis on the political economy of economic development in Taiwan.

Publications: "Landscape and the cultural politics of China's anticipatory urbanism," *Landscape Research*, forthcoming; "China's urban speed machine: The politics of speed and time in a period of rapid urban growth," co-authored with S.-S. Chien, *International Journal of Urban and Regional Research*, forthcoming; "Seeing ghosts: Parsing China's 'ghost city' controversy," co-authored with J. Wallace, *Urban Geography*, vol. 38, no. 8, pp. 1270-1281, 2017; "Disposable Ordos: The making of an energy resource frontier in Ordos, Inner Mongolia," *Geoforum*, vol. 78, pp. 133-140, 2017; "Booms, busts, and urban variation among 'resource-based cities' in China's northwest," *Inner Asia*, vol. 18, no. 1, pp. 97-120, 2016; "Taking part: The social experience of informal finance in Ordos, Inner Mongolia," co-authored with M. Ulfstjerne, *The Journal of Asian Studies*, vol. 75, no. 3, pp. 649-672, 2016; "Bedrock of modernity: Coal and its uses past and present," *Handbook on the Geographies of Energy*, edited by B. D. Solomon and K. E. Calvert, Edward Elgar Publishing Company, in press. [Number of recent publications: 21 articles/chapters]

Outreach Activities: Consulted by general audience media on US-China relations; published in non-academic venues.

Distinctions: Internal: Conference Travel Grant, Division of Social and Behavioral Sciences, Ohio State College of Arts and Sciences; Junior Faculty Award, Lawrence A. Brown Faculty Fellowship (Ohio State); Small Grant, Social and Behavioral Sciences, Ohio State College of Arts and Sciences; Co-PI, Ohio State Global Midwest Seed Grant. External: First Place, Best Poster Award, Energy Impacts Symposium, Columbus, Ohio; Conference Funding, Swiss National Science Foundation; Early Career Grant, Regional Studies Association; Research Grant, Chiang Ching-kuo Foundation for International Scholarly Exchange; Faculty Research Grant, The Asia Foundation; Research Award, AAS China and Inner Asia Council; Doctoral Dissertation Fellowship, Chiang Ching-Kuo Foundation; Dean's Doctoral Dissertation Research Award, UC Berkeley; Fulbright-III.

ZHIGUO XIE**100% East Asia****Associate Professor, Department of East Asian Languages and Literatures (tenure-track)**

Education: PhD, Cornell University, 2011; MA, Cornell University, 2009; MA, Syracuse University, 2005; BS & BE University of Science and Technology of China, 2001.

Nat'l/Int'l Service: Served as a reviewer for about 20 major journals and conferences in research field.

University Service: Department of East Asian Languages and Literatures Graduate Studies Committee, 2014-18; OSU Graduate School Fulbright Review Committee, 2016-17; Interdisciplinary East Asian Studies M.A. Graduate Studies Committee, 2014-16.

Field Experience: China

Languages: Chinese (5), German (2)

EA Courses Taught: Traditional Chinese Culture; The Chinese Language; The Chinese Language and Its Script; Bilingualism in the Chinese Contexts; Topics on the Chinese Language; Chinese Syntax; Chinese Semantics; Studies in Chinese Historical Syntax; Research Presentations in East Asian Languages and Literatures; Departmental Seminar. [Number of EA courses taught: 10]

Specialization: Chinese linguistics.

Publications: "The degree use of the possessive verb *yǒu* in Mandarin Chinese: A unified analysis and its theoretical implications," *Journal of East Asian Linguistics*, 2014; "Focus, (non)exhaustivity, and the intervention effect in wh-in-situ argument questions," *The Linguistic Review*, 2013; "The modal uses of *de* and temporal shifting in Mandarin Chinese," *Journal of East Asian Linguistics*, 2012. [Number of recent publications: 11 articles/chapters]

Advising 2013-17: In Progress: 1 PhD; Completed: 2 MA

Distinctions: External: 2013 Young Scholar Award from the International Association of Chinese Linguistics.

HONGTAO YI**10% East Asia****Assistant Professor, John Glenn College of Public Affairs (tenure-track)**

Education: PhD, Florida State University, 2012; MA, Sun Yat-Sen University, 2008; BA, Huazhong University of Science and Technology, 2006.

Nat'l/Int'l Service: Association for Public Policy Analysis and Management; Public Management Research Association; American Society of Public Administration American Political Science Association; International Association for Energy Economics; United States Association for Energy Economics; Association for Environmental Studies and Sciences; Midwest Political Science Association; Southern Political Science Association.

University Service: Graduate Faculty Representative; Faculty Search Committee, Sustainability Policy Position, School of Environment and Natural Resources; Wellness Committee; Graduate Curriculum Committee; Undergraduate/Graduate Public Policy Minors Committee; Technology Resources Committee, Glenn School; Capstone/Masters Comprehensive Exam Committee.

Field Experience: China

Languages: Chinese (5)

Publications: "Wind power development in China: An assessment of provincial policies," co-authored with X. Zhang, D. Wang, & Y. Liu, *Sustainability*, vol. 8, no. 8, p. 734, 2016; "What causes haze pollution? An empirical study of PM_{2.5} concentrations in Chinese cities," co-authored with J. Wu, P. Zhang, & Z. Qin, *Sustainability*, vol. 8, no. 2, p. 132, 2016; "The impacts of provincial energy and environmental policies on air pollution control in China," co-authored with S. Zheng & H. Li, *Renewable and Sustainable Energy Reviews*, vol. 49, pp. 386-394, 2015; "Green economy in China: Policy drivers and regional variations," co-authored with Y. Liu, *Global Environmental Change*, vol. 31, pp. 11-19, 2015; "China's local government innovations in inter-local collaboration," co-authored with R. Shen & R. Feiock, *Public Service Innovation in China*, edited by Y. Jing & Z. Chen, Palgrave MacMillan, 2017. [Number of recent publications: 20 articles/chapters]

Outreach: Lectures and presentations at conferences and universities.

Distinctions: External: Theodore J. Lowi Policy Studies Journal Best Article Award.

YOUNGJOO YI**20% East Asia****Associate Professor, Foreign and Second Language Education, College of Education and Human Ecology (tenured)**

Education: PhD, The Ohio State University, 2005; MA, Arizona State University, 1998; BA, Kyungpook National University, South Korea, 1995.

Nat'l/Int'l Service: Chair, American Educational Research Association (AERA), Second Language Research-SIG, 2011-13; Editorial Review Board, *Journal of Language Sciences*, *Journal of Second Language Writing*, *Literacy Research and Instruction*, *TESOL Journal*, *TESOL Quarterly*, *Korean Association for Multicultural Education (KAME)*.

University Service: Teaching and Learning Representative, College of Education and Human Ecology (EHE) International Programs Advisory Committee; Teaching and Learning Representative, EHE College Council Committee.

Field Experience: Korea

Languages: Korean (5)

Specialization: Multilingual education; bilingualism; multiculturalism; identity and education.

Publications: "Negotiating multiple identities through eTandem learning experiences," co-authored with S. Yang, *CALICO Journal*, vol. 34, no. 1, pp. 97-114, 2017; "Multimodal pedagogies for teacher education in TESOL," co-authored with T. Angay-Crowder, *TESOL Quarterly*, vol. 50, no. 4, pp. 988-99, 2016; "Teachers' integration of multimodality into classroom practices for English language learners," co-authored with J. Choi, *TESOL Journal*, vol. 7, no. 2, pp. 304-327, 2016; "Teachers' views of multimodal practices in K-12 classrooms: Voices from teachers in the United States," co-authored with J. Choi, *TESOL Quarterly*, vol. 49, no. 4, pp. 838-847, 2015; "Engaging in computer-mediated feedback in academic writing: Voices from L2 doctoral students in TESOL," co-authored with D. M. Odo, *English Teaching*, vol. 69, no. 3, pp. 129-149, 2014; "Voluntary writing in heritage language: A study of biliterate Korean-heritage adolescents in the U.S.," *The Heritage Language Journal*, vol. 6, no. 2, pp. 72-93, 2008; "Asian adolescents' in and out-of-school encounters with English and Korean literacy," *Journal of Asian Pacific Communication*, vol. 15, no. 1, pp. 57-77, 2005. [Number of recent publications: 16 articles/chapters]

Advising 2013-17: Completed: 1 PhD, 6 MA; In Progress: 7 PhD, 5 MA

Outreach Activities: Designing and teaching digital storytelling sessions for English language learners at Asian American Community Services; observations and consultation with academic advisors and ESL teachers at multiple schools: Global Village School (non-profit that provides educational training to teenage refugee girls); Designing and teaching digital storytelling sessions for *Rising 8th Graders* in a summer program at the Latin American Association (LAA).

Outside Evaluations: Articles referred: 42

Distinctions: External: Research Initiation Grant, Georgia State University; College of Education Internal Research Grant, Georgia State University; Minority Faculty Development Grant, Georgia State University.

QIANQIAN ZHANG**100% East Asia****Lecturer, Department of East Asian Languages and Literatures**

Education: MA, The Ohio State University, 2017; BSBA, The Ohio State University, 2014; BA, The Ohio State University, 2014.

Languages: Mandarin (5), Cantonese (5), Japanese (5)

EA Courses Taught: Chinese Levels 1, 2, and 3, Classroom Track and Individualized Instruction; Cantonese Level 1; Chinese Translation Workshop; Negotiating in Chinese Culture; Japanese Levels 1, 2, and 4. [Number of EA courses taught: 8]

Pedagogy Courses: SPEAC Intensive Program, Japanese.

Specialization: Chinese language.

YING ZHANG**100% East Asia****Associate Professor, Department of History (tenured)**

Education: PhD, University of Michigan, 2010; MA, University of Cincinnati, 2003; MA, Osaka Prefecture University, 2001; BA, Renmin University of China, 1994.

Field Experience: China

Languages: Chinese (5), Japanese (5)

EA Courses Taught: History of East Asia in the Pre-modern Era; History of Early Modern China: 14th-18th Centuries; Gender and Sexuality in China; History of Chinese Religion; Introduction to Graduate-Level East Asian Studies. [Number of EA courses taught: 25]

Specialization: Chinese Ming-Qing history; early Chinese political institutions and political philosophy; gender history; history of Confucianism.

Publications: "Li Zhi's image trouble and late-Ming political culture," *The Objectionable Li Zhi: Fiction, Syncretism, and Dissent in Late Ming China*, edited by R. Handler-Spitz, P. C. Lee, & H. Saussy, 2014; "The politics and practice of moral rectitude in the late Ming: The case of Huang Daozhou (1585-1646)," *Late Imperial China*, vol. 34, no. 2, December 2013; *Nanxing yanjiu* 男性研究 or *Masculinity Studies*, co-authored with Z. Wang, Sanlian Publishing House, 2012; "Global concepts, local practices: Chinese feminism since the Fourth UN Conference on Women," co-authored with Z. Wang, *Feminist Studies*, vol. 36, no. 1, pp. 40-70, Spring 2010. [Number of recent publications: 1 book; 7 articles/chapters]

Advising 2013-17: Completed: 24 MA

Outreach Activities: Abstracts feedback judge and presentation judge, Council of Graduate Students Graduate Research Forum, 2011, 2012; Lecture to Clio Society; Author of articles for Chinese media on politics and history.

Outside Evaluations: Books and articles refereed: 2

Distinctions: Internal: COCA-COLA Critical Difference for Women Faculty Grants for Research on Women, Gender and Gender Equity, 2012-13; Faculty Research Grant, Office of International Affairs, 2012-13.
External: UCLA Visiting Scholar at William Andrews Clark Memorial Library (in place of Ahmanson-Getty Postdoctoral Fellowship at UCLA Center for 17th and 18th Century Studies, declined due to visa restrictions), 2012-13. [Career External Grants: 3]

ADMINISTRATIVE & OUTREACH STAFF:**ASHLEY BEHRENDT****60% East Asia****Operations Manager, Global Gateways**

Education: BA, The College of Wooster, 2008.

University Service: Business Coordinator, Global Gateways; former Administrative Associate, Office of Enrollment Services and Undergraduate Education.

Field Experience: China

Specialization: Fiscal management; program coordination; grant administration.

Outreach Activities: Coordination of Global Internship Program to provide professional internship opportunities at multinational companies for Ohio State students in Gateway countries (currently China, India, and Brazil).

REBECCA BIAS**20% East Asia****Assistant Director, Center for Languages, Literatures and Cultures**

Education: PhD, The Ohio State University, 2005; MA, BA, The Ohio State University.

University Service: Assistant Language Director, Department of French and Italian; Technology Integration Specialist, Center for Languages, Literatures and Cultures; Assistant Director, Center for Languages, Literatures and Cultures

Field Experience: France

Languages: French (4), Italian (3)

Specialization: Technology in the Language Classroom; French Cinema; 1850-1950 French Literature.

Publications: *Language Learning on the Air*, The ACTFL Language Educator, November 2009.

Outreach Activities: Regents' Chinese Academy Distance Learning Summer Courses; Collaborative Articulation and Assessment Project (CAAP); CAAP Chinese Committee Chair.

Distinctions: Internal: Astier Research Grant; Faculty and Staff Development Grant; OFLA Technology and World Languages Committee Outstanding Committee Award, 2012.

AMY L. CAREY**100% East Asia****Senior Assistant Director, East Asian Studies Center**

Education: PMP, certified Project Management Professional by the Project Management Institute, 2015; MA, The Ohio State University, 2009; BS, Miami University, 1996.

University Service: Senior Assistant Director, East Asian Studies Center; Vice-Chair and Member, University Staff Advisory Committee; former Program Associate, Center for Japanese Studies, University of Michigan; former Program Coordinator, Japan Society, New York.

Field Experience: Japan, Korea, China

Languages: Japanese (4)

Specialization: Leadership and project management; coordination of outreach and academic programs; recruitment and admissions process; student advising; fellowship and scholarship administration; fiscal and human resources management; grant administration; communications and public relations.

Outreach Activities: Presentation at NAFSA (Association of International Educators) conference, "Bringing the world into classrooms: The impact of teacher training programs on global learning," May 2017; Presentation at Title VI Outreach Conference, "Approaches to partnering with community colleges and minority-serving institutions on curriculum development," December 2016; Conference Co-Chair, "Demonstrating the Impact of National Resource Centers," 2013; Coordination of K-12 teacher training programs such as National Consortium for Teaching about Asia programs for the state of Ohio, the Ohio Global Institute, and the Global Teacher Seminar; Recruitment specialist for EAS MA program.

Distinctions: Featured in Provost's "State of Academics Address" to University Senate, one of two staff members featured for positively impacting the university, 2016; OSU Distinguished Staff Award, 2015; OSU Women's Place Staff Leadership Series, 2008.

CHRISTOPHER A. CAREY**30% East Asia****Director, Global Gateways**

Education: MBA, Vlerick Business School, 2009; BS, United States Military Academy at West Point, 1998.

Field Experience: China, Hong Kong, Japan, South Korea

Specialization: Leadership and project management; international legal and finance management; coordination of outreach and academic programs; recruitment and admissions process; fiscal and human resources management; grant administration; communications and public relations.

HANNING CHEN**90% East Asia****Instructional Aids Associate, Foreign Language Center**

Education: MA, The Ohio State University, 2003; MA, The Ohio State University, 2001.
Field Experience: China
Languages: Chinese (5)
Specialization: Systems design and development of Chinese multi-media learning materials for K-16 in Ohio.
Outreach Activities: Involved in Chinese language and culture related K-12 outreach activities.

DANIELLE COOKE**100% East Asia****Fiscal and Program Associate, East Asian Studies Center**

Education: BS, Franklin University, 2010; AS, Franklin University, 2010
University Service: Fiscal and Program Associate, East Asian Studies Center; former Fiscal Associate, Middle East Studies Center; former Office Associate, Upward Bound Program.
Specialization: Fiscal support, reconciliation, and budget reporting; grant proposal and budget development, grant reporting, and grant-funded program implementation; marketing and communications.
Outreach Activities: Coordination and scheduling of programs (conferences, lecture series, film series, outreach programs); manage travel and logistics for visiting speakers, EASC directors, staff, and visiting scholars; communicate news, upcoming events to constituents via website, weekly e-Newsletter.

KELLY GEITHER**60% East Asia****HR/Fiscal Manager, East Asian Languages & Literatures/Near Eastern Languages and Cultures**

Education: MBA, The University of Oklahoma, 1999; BBA, The University of Oklahoma, 1994

University Service: HR/Fiscal Manager, East Asian Languages & Literatures/Near Eastern Languages and Cultures; former Budget Manager, College of Education, Cleveland State University; former Assistant Budget Director, The University of Oklahoma.

Field Experience: Canada, Mexico, Europe

Specialization: Fiscal and human resources management; grants administration.

ESTHER GOTTLIEB**20% East Asia****Senior Advisor, Office of International Affairs; Associate Professor, Department of Teaching and Learning**

Education: PhD, University of Pittsburgh; MA, Case Western Reserve University.

Nat'l/Int'l Service: Member, Comparative and International Education Society (CIES); Member, Association of International Education Administrators (AIEA)

University Service: Faculty Fellow, Mershon Center for International Security Studies; Internationalizing Program Manager, Office of International Affairs

Field Experience: Israel, Korea, South Africa, Indonesia

Languages: Hebrew (5), Yiddish (5)

Specialization: Comparative and international education.

Publications: "Making Education World-Class: 'ThinkGlobalOhio,'" *Prospects* (2012) 42: 285.
<https://doi.org/10.1007/s11125-012-9242-x>; *Identity Conflicts: Can Violence Be Regulated?*, Transaction Publishers, June 2007; "Education Social and Economic Change in Korea," Garland Publishing, Inc., 1993; "Appalachian Self-Fashioning: Regional identities and cultural models," *Discourse: Studies in the Cultural Politics of Education*, 22:3, p. 341-359, 2001.

Outreach: Co-PI, The Mandela Washington Fellowship (MWF), US Department of State; Young African Leadership Institute, 2016, 2017; "Hydropolitics: Water scarcity and water security" Seminar Series, The Mershon Center for International Security Studies, 2016-18; Co-PI, Assessing Students' Global Learning at Ohio State, 2015-17; PI, Public Education for Peacebuilding Support grant, US Institute of Peace, 2013-14.

KOZUE ISOZAKI**25% East Asia****Assistant Director for International Exchange, Office of Global Business, Fisher College of Business**

Education: BS, Nanzan University, 2005.

University Service: Assistant Director for International Exchange; Advisor, Fisher Exchange Network; Speaker, "Business in Japan" Global Business Living and Learning Community.

Field Experience: Japan, U.K., Hong Kong, Korea, Germany, Vietnam, Ireland, Poland, France, Netherland, Demark, Belgium

Languages: Japanese (5), Korean (1)

Specialization: Student advising and program management for Student Exchange Program; partner university research, balance negotiations, and communications; manager of Student Exchange Agreements; marketing, recruitment and admissions process; scholarship administration; Global Option in Business transcript designation administration.

Outreach Activities: Liaison, Business International Studies Network (BISNET), 2015-17; Global Career volunteer, Columbus Council on World Affairs, 2015-16; Volunteer, Japanese-Language Proficiency Test (JLPT), 2014-16; Presenter, NAFSA 6 Drive-in, "Going Global: Preparing Students for International Exchange," 2011; Coordinator, "Internationalizing Doctoral Education in Business (IDEB)" workshop, 2009.

CINDY XINQUAN JIANG**20% East Asia****Assessment Manager and Senior Research Associate, Office of International Affairs**

Education: PhD, University of Michigan, 2010; MA, Central Michigan University, 2003; BA, Shanghai International Studies University, 1998.

Field Experience: China

Languages: Chinese (5), Korean (5) Japanese (2)

Specialization: Research, evaluation and assessment; assessment of intercultural competence; internationalization in higher education.

Outreach Activities: Presentation at NAFSA (Association of International Educators) conference, "Bringing the world into classrooms: The impact of teacher training programs on global learning," May 2017; Conference Co-Chair, "Demonstrating the Impact of National Resource Centers," 2013.

DEBBIE KNICELY**100% East Asia****Academic Program Coordinator, Department of East Asian Languages and Literatures**

Education: BA, Taipei Commercial College, Taiwan, 1978.
University Service: Staff Advisory Committee, College of Humanities.
Field Experience: Japan, Korea, China
Languages: Chinese (5), Japanese (3)
Specialization: Academic programs and department operations.
Distinctions: Internal: Distinguished Staff Award; College of Humanities Autumn Quarter Staff Recognition Award; The Council of Graduate Students Service Award.

MINRU LI**100% East Asia****Assistant Director, National East Asian Language Resource Center**

Education: PhD, The Ohio State University, 1995; MA, Sichuan University, 1982; BA, Zhongnan University, 1980.
Field Experience: China
Languages: Chinese (5)
EA Courses Taught: Chinese Calligraphy; Literary Language in Modern Mandarin.
Specialization: Chinese language and literature.

DAVID LIU**50% East Asia****HR/Fiscal Associate**

Education: BA, The Ohio State University, 2001.
Field Experience: Taiwan, China
Languages: Chinese (5), Taiwanese (4)
Specialization: Coordination of outreach and academic programs; recruitment and admissions process; student advising; fiscal and human resource management.
Outreach Activities: Assisted in coordination of LangFest, Undergraduate Research Forum, and Faculty Searches.

JOYCE STEFFAN**20% East Asia****Director, Undergraduate Global Business Initiatives, Office of Global Business; Director, Center for International Business Education and Research (CIBER)**

University Service: Director, Undergraduate Global Business Initiatives; Director, CIBER.
Field Experience: Hong Kong, Singapore, Australia, New Zealand, India, Western Europe, Mexico.
Specialization: Leadership and project management; outreach and student recruitment; collaboration across the business community, community colleges, interdisciplinary and inter-collegiate communities.
Outreach Activities: Manages Global Trade Network, with responsibility for the Ohio Export Internship Program; Coordination of Ohio Community College International Network; Participation in CIBERNet; Bisnet.

JANET STUCKY**100% East Asia****Assistant Director of Outreach, East Asian Studies Center**

Education: BS, BA, Bowling Green State University, 1988.
 Nat'l/Int'l Service: Former Executive Director, Japan-America Society of Central Ohio.
 Field Experience: Japan
 Languages: Japanese (4)
 Specialization: Coordination of outreach and academic development programs.
 Outreach Activities: Coordination of teacher training for K-16 educators and language teachers for East Asia; management of community college and minority-serving institution outreach programs; coordination of updating and seeding of educational resources about East Asia; creation and coordination of Ohio-Japan Alumni Network; coordination of speaker series on-campus; coordination of internship programs.
 Distinctions: Internal: Arts and Humanities Outreach Award; Outreach and Engagement Grant.
 External: Japan Foundation: Center for Global Partnership (2); Japan Foundation (2); US-Japan Foundation Grant. [Career External Grants: 5]

KEIRA WILLIAMS**33% East Asia****Program Manager, Office of Global Business; Center for International Business Education and Research (CIBER)**

Education: MA, Harvard Graduate School of Education, 2014; BA, The Ohio State University, 2009
 Field Experience: Czech Republic, Canada, Mexico, Belize, Honduras, Bahamas, Brazil, Argentina, Chile, Portugal, Spain, France, UK, Belgium, Germany, Poland, Austria, Ethiopia, South Africa, China
 Languages: Spanish (3); Russian (2)
 Specialization: International education exchange.
 Outreach Activities: Chinese/East Asian workshops for faculty and staff at Ohio State; co-sponsor China speaker series with CCWA/Fisher/Global Gateways/EASC; education abroad trips to China; administration of projects: "Establishing a New Unique Partnership Between The Ohio State University and China Global One-Health Partners," "Agricultural Energy and Environment: China-US Research and Education Collaboration," "Agricultural Energy and Environment: China-US Research and Education Collaboration," China Faculty Travel Grants.

CHAO YOU**100% East Asia****Director, China Gateway**

Education: LLM, Ohio State University, 2009; LLB, East China University of Science and Technology, 2008.

University Service: Director, China Gateway

Field Experience: China

Languages: Chinese (5)

Specialization: Leadership and project management; coordination and facilitation to international collaboration; alumni relationship management.

Outreach Activities: Meetings with Chinese government and universities; advising Chinese parents and students about admission; pre-departure orientation for Chinese students; internship program in China for OSU students.

POSITION DESCRIPTIONS

ASSISTANT DIRECTOR OF ACADEMIC PROGRAMMING, EAST ASIAN STUDIES CENTER

100% East Asia

Detailed Job Description:

The program manager (Assistant Director of Academic Programming for EASC) supports the East Asian Studies Center (EASC), Institute for Chinese Studies (ICS), Institute for Japanese Studies (IJS), and Institute for Korean Studies (IKS) by assisting in the development, management, and evaluation of academic enrichment programs for faculty and students at OSU; developing publicity materials and updating electronic sites; assisting in academic enrichment grant and report preparation, evaluation, and compliance; and acting as Center liaison with faculty, staff, students, relevant constituencies at OSU, with colleagues and scholars in higher education in the US, and with grant funding agencies. Administrative duties include developing and monitoring budgets, and initiating payments, reimbursements, purchases, and travel requests.

Duties Description:

Duty Pct	Duty Description
70	Plan and manage academic enrichment programs (e.g., speaker series, conferences, performances, graduate forums) in collaboration with ICS, IJS, IKS, and EASC.
10	Contribute pieces on academic enrichment activities to biannual EASC expOSure print newsletter and weekly EASC Express e-newsletter; develop and disseminate academic enrichment program publicity materials; keep EASC website up to date with academic enrichment programming information.
5	Comply with requests for information for grant proposal and report preparation (e.g., detailed outreach reports for Title VI NRC reporting).
5	Plan and coordinate academic enrichment community building events (e.g., EASC Fall Reception and ICS Chinese New Year Celebration).
5	Monitor program and operating budgets for academic enrichment programs to ensure expenditures are within guidelines.
5	Other duties as assigned (e.g., visiting scholar coordination, partnerships with oversea institutions).

Experience:

Required Qualifications: Master's degree in an appropriate field or equivalent combination of education and experience is required. Experience in program planning and administration is required. Knowledge of or interest in East Asia required; excellent English writing skills essential. Ability to work independently as well as in cooperation with others. Desired Qualifications: Proficiency with office and design software; willingness to travel; ability to work independently as well as in cooperation with others.

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AREA STUDIES COURSE LIST

Course Number	Course Title	% EA Content	Instructor	Credit Hours	16-17 Enrollment		Course Offerings		
					UG	Grad	16-17	17-18	18-19
AGRICULTURAL, ENVIRONMENTAL AND DEVELOPMENT ECONOMICS (AEDECON)									
2580	Feast or Famine: The Global Business of Food <i>Cross-listed in International Studies (UIISP 2580)</i>	25%	Leonard	3	36	0	•	•	•
4534	Comparative Challenges to Economic Development: Sub-Saharan Africa, Latin America, and China <i>Cross-listed in International Studies (UIISP 4534)</i>	33%	Southgate	3	n/a	n/a		•	•
4539	China's Economic Reforms and Globalization <i>Cross-listed in International Studies (UIISP 4539)</i>	100%	X. Zhang	3	n/a	n/a			
4597.01	Problems and Policies in World Population, Food and Environment Contemporary Issues <i>Cross-listed in International Studies (UIISP 4597.01)</i>	25%	Sohngen, Southgate, X. Zhang	3	156	0	• • •	• • •	• • •
4597.01H	Honors: Problems and Policies in World Population, Food and Environment: Contemporary Issues <i>Cross-listed in International Studies (UIISP 4597.01H)</i>	25%	Southgate	3	n/a	n/a		•	•
AGRICULTURAL SYSTEMS MANAGEMENT (AGSYSMT)									
5786	Environmental Issues in East Asia	100%	Mancl	3	0	3	•	•	•
7786	Introduction to Graduate-Level East Asian Studies	100%	Mancl	1	n/a	n/a		•	
BUSINESS ADMINISTRATION: MANAGEMENT AND HUMAN RESOURCES (BUSMHR)									
2000	Introduction to International Business	25%	Makhija, Bailey, Morris, Steffan	1.5	2,301	0	• • •	• • •	• • •
4023	International Negotiations	25%		3	n/a	n/a			
7010	Advanced Topics in Multinational Business	25%	Shenkar	1.5	0	5	•		•
7013	The Rise of China and Its Global Business Implications	100%	Shenkar	4	n/a	n/a			
7242	International Negotiations and Deal Making	25%	Lewicki	1.5	n/a	n/a			
BUSINESS ADMINISTRATION: MANAGEMENT SCIENCES (BUSMGT)									
4237	International Operations Management	60%	Dickstein	3	75	0	• •	• •	• •
7231	Manufacturing Planning and Control for Supply Chain Management	25%		1.5	n/a	n/a			

*2016-17 NRC-supported; **2018-19 NRC-supported

X-2

• One Semester • • Two Semesters • • • Two Semesters + Summer Term

AREA STUDIES COURSE LIST

Course Number	Course Title	% EA Content	Instructor	Credit Hours	16-17 Enrollment		Course Offerings		
					UG	Grad	16-17	17-18	18-19
7266	MBOE Leading Operations (Focuses exclusively on studying the Toyota Production System and how it uses a rigorous problem-solving process to test any proposed changes.)	50%	Guba	3	0	38	•	•	•
CHINESE									
2231	Traditional Chinese Culture	100%	Xie	3	36	2	•		•
2232	Modern Chinese Culture	100%	Tewksbury	3	36	2	•	•	
2283	Chinese Calligraphy	100%	Li, Jian	3	62	4	••	••	••
2451	Chinese Literature in Translation	100%	Goh	3	54	0	•	•	•
2797.01	Study Abroad in China	100%	Bender	3	11	0	•	•	•
4193	Individual Studies	100%	All Faculty	1-3	4	0	••	•••	•••
4194	Group Studies	100%	Chan	1-3	n/a	n/a			
4380	The Chinese Language	100%	Xie	3	n/a	n/a			•
4381	The Chinese Language and Its History	100%	Chan	3	5	1	•		
4383	The Chinese Language and Its Script	100%	Xie, Chan	3	n/a	n/a		•	•
4401	Chinese Poetry in Translation	100%	Tewksbury	3	n/a	n/a			
4402	Traditional Chinese Fiction in Translation	100%	Sieber	3	36	1	•		•
4403	Modern Chinese Literature in Translation	100%	Denton	3	36	3	•	•	•
4404	Chinese Drama	100%	Sieber	3	63	3	••		•
4405	China in Chinese Film	100%	Denton	3	41	0	•	•	•
4406	China Pop: Contemporary Popular Culture and Media in Greater China	100%	Tewksbury	3	n/a	n/a			
4407	Eco-literature in China	100%	Bender	3	n/a	n/a			
4998	Undergraduate Research Project	100%	All Faculty	3	n/a	n/a		•	•
4998H	Honors: Undergraduate Research Project	100%	All Faculty	3	n/a	n/a		•	•
4999	Undergraduate Research Thesis	100%	All Faculty	3	1	0	•	•	•
4999H	Honors: Undergraduate Research Thesis	100%	All Faculty	3	n/a	n/a		•	•
5105.51	Selected Readings in Scholarly Texts I: Individualized Track	100%	S. Knicely	3	2	2	•	•	•

*2016-17 NRC-supported; **2018-19 NRC-supported

X-3

• One Semester •• Two Semesters ••• Two Semesters + Summer Term

AREA STUDIES COURSE LIST

Course Number	Course Title	% EA Content	Instructor	Credit Hours	16-17 Enrollment		Course Offerings		
					UG	Grad	16-17	17-18	18-19
5106.51	Selected Readings in Scholarly Texts II: Individualized Track	100%	S. Knicely	3	1	0	•	•	•
5194	Und/Grad Group Studies	100%	All Faculty	1-3	n/a	n/a			
5380	Introduction to Chinese Linguistics	100%	Chan	3	0	7	•	•	•
5381	History of the Chinese Language	100%	Chan	3	0	8	•		
5383	The Chinese Writing System	100%	Chan	3	n/a	n/a			•
5387	Bilingualism in the Chinese Contexts	100%	Xie	3	n/a	n/a			•
5389	Topics on the Chinese Language	100%	Xie	3	6	2	•	•	
5400	Performance Traditions of China	100%	Bender	3	n/a	n/a			•
5474	Chinese Opera	100%	Chan	3	n/a	n/a		•	•
5490	Chinese Translation Workshop	100%	Wang, Sieber	3	n/a	n/a			••
5670	Literary Language in Modern Mandarin	100%	Walker	3	8	7	•		
6193	Individual Studies	100%	All Faculty	1-3	0	40	•••	•••	•••
6194	Group Studies	100%	All Faculty	1-3	n/a	n/a			
6451	History of Chinese Literature I	100%	Goh	3	0	9	•		•
6452	History of Chinese Literature II	100%	Sieber	3	n/a	n/a		•	
6453	Classical Chinese Literature in Modern China	100%	Goh, Sieber	3	n/a	n/a			•
6998	Research in Chinese: Project	100%	All Faculty	1-3	n/a	n/a		•••	•••
6999	Research in Chinese: Thesis	100%	All Faculty	1-3	n/a	n/a		•••	•••
7382	Chinese Phonology	100%	Chan	3	n/a	n/a			•
7384	Chinese Syntax	100%	Xie	3	n/a	n/a			
7385	Chinese Dialects	100%	Chan	3	n/a	n/a			
7386	Chinese Semantics	100%	Xie	3	0	8	•		
7461	Modern Chinese Poetry	100%		3	n/a	n/a			
7463	Modern Chinese Fiction	100%	Denton	3	0	6	•		
7464	Modern Chinese Drama	100%		3	n/a	n/a			
7465	Literature in Socialist/Postsocialist China	100%		3	n/a	n/a		•	
7466	Lu Xun	100%	Denton	3	n/a	n/a			

*2016-17 NRC-supported; **2018-19 NRC-supported

X-4

• One Semester •• Two Semesters ••• Two Semesters + Summer Term

AREA STUDIES COURSE LIST

Course Number	Course Title	% EA Content	Instructor	Credit Hours	16-17 Enrollment		Course Offerings		
					UG	Grad	16-17	17-18	18-19
7467	Taiwan Literature	100%	Denton	3	n/a	n/a			•
7468	Chinese Film	100%	Denton	3	n/a	n/a			
7470	Ethnic Literature and Culture in China	100%	Bender	3	0	15	•		
8382	Studies in Chinese Historical Phonology	100%	Chan	3	n/a	n/a			
8384	Studies in Chinese Historical Syntax	100%	Chan	3	n/a	n/a		•	
8471	Traditional Chinese Poetry	100%	Goh	3	n/a	n/a			•
8472	Traditional Chinese Prose	100%	Goh, Sieber	3	n/a	n/a			
8473	Traditional Chinese Fiction	100%	Goh, Sieber	3	n/a	n/a			
8474	Traditional Chinese Drama	100%	Goh, Sieber	3	n/a	n/a			
8475	Chinese Literary Criticism	100%	Denton	3	n/a	n/a			
8500	Chinese Bibliography and Research Methods	100%	Goh	5	n/a	n/a		•	
8889	Interdepartmental Seminar	100%	All Faculty	3	n/a	n/a			
8897	Departmental Seminar	100%	Walker, Goh, Sieber	1-3	0	30	• •	• •	
8998	Research in Chinese: Project	100%	All Faculty	1-3	0	1	•	• • •	• • •
8999	Research in Chinese: Dissertation	100%	All Faculty	1-18	0	24	• • •	• • •	• • •
COMPARATIVE STUDIES (COMPSTD)									
2370	Introduction to Comparative Religion	25%	Curley	3	n/a	n/a			•
2370H	Honors: Introduction to Comparative Religion	25%	Curley	3	n/a	n/a			
3302	Translating Literatures and Cultures	50%	Jusdanis	3	5	0	•		•
3302E	Translating Literatures and Cultures	50%	Jusdanis	3	6	0	•		•
3604	Women in East Asian and Asian-American Literature	50%		3	n/a	n/a			
3604H	Honors: Women in East Asian and Asian-American Literature	50%		3	n/a	n/a			
3673	The Buddhist Tradition <i>Cross-listed in East Asian Languages & Literatures (EALL 3223)</i>	100%	Curley	3	n/a	n/a			•
5871	The Japanese Religious Tradition <i>Cross-listed in Japanese (JAPANESE 5271)</i>	100%	Curley	3	n/a	n/a			
7193	Individual Studies	100%	Kasulis, Curley	1-9	0	2	• •	• •	• •

*2016-17 NRC-supported; **2018-19 NRC-supported

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• One Semester • • Two Semesters • • • Two Semesters + Summer Term

AREA STUDIES COURSE LIST

Course Number	Course Title	% EA Content	Instructor	Credit Hours	16-17 Enrollment		Course Offerings		
					UG	Grad	16-17	17-18	18-19
7888	Interdepartmental Studies in the Humanities	100%		1-3	n/a	n/a			
7999	Research in Comparative Studies: Thesis	100%		1-12	n/a	n/a		•	•
8193	Individual Studies	100%	Curley	1-9	0	1	•	••	••
8805	Seminar in Literature in Global Context	25%		3	n/a	n/a			
8872	Seminar in Religious Studies	50%	Curley	3	n/a	n/a		•	
8896	Seminar in East Asian Philosophy	100%		3	n/a	n/a			
8998	Research in Comparative Studies: Candidacy Examination	100%	Liu	1-12	0	1	•	•	••
8999	Research in Comparative Studies: Dissertation	100%	Kasulis	1-12	0	2	••	•	••
EAST ASIAN LANGUAGES AND LITERATURES (EALL)									
1231	East Asian Humanities	100%	Bender	3	433	0	••	••	••
2284	Tea Culture in East Asia	100%	Noda	3	20	0	•		•
3223	The Buddhist Tradition <i>Cross-listed in Comparative Studies (COMPSTD 3673)</i>	100%	Curley	3	12	0	•		•
3241	Thought in China, Korea and Japan	100%		3	n/a	n/a			
3299H	Honors: East Asian Thought in the Western Imagination	100%		3	n/a	n/a			
3446	Asian American Film	100%	Denton	3	n/a	n/a			
3457	East Asian Folklore	100%	Bender	3	n/a	n/a			
4193	Individual Studies	100%	Noda	1-3	n/a	n/a			
4194	Group Studies	100%	All Faculty	1-3	n/a	n/a			
4200	Topics in East Asian Culture	100%	Fukumori	3	n/a	n/a			•
4407	Early Asian Cinema	100%		3	n/a	n/a			
5310	Strategies for Performance-Oriented Language Learning: Practicum	100%	Kuwai	3	3	1	•	•	
5383	Scripts of East Asia	100%		3	n/a	n/a			
5475	Women Writers, Culture and Society in East Asia	100%	Fukumori	3	n/a	n/a		•	•
5477	Performance Traditions in Contemporary East Asia	100%		3	n/a	n/a			
5797	Study at a Foreign Institution	100%	Nakayama	3-9	12	0	••		
6193	Individual Studies	100%	All Faculty	1-3	0	2	•	••	••

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• One Semester •• Two Semesters ••• Two Semesters + Summer Term

AREA STUDIES COURSE LIST

Course Number	Course Title	% EA Content	Instructor	Credit Hours	16-17 Enrollment		Course Offerings		
					UG	Grad	16-17	17-18	18-19
6194	Group Studies	100%	All Faculty	1-3	n/a	n/a			
7700	Learning East Asian Languages in Cross-Cultural Contexts: College Level	100%	Noda, Walker	1-3	0	15	• •		
7701	Pedagogical Syntax for East Asian Languages	100%	Walker	3	0	11	•	•	
7702	Materials Preparation for East Asian Languages	100%	Noda	3	n/a	n/a			
7703	Presentation of East Asian Languages and Cultures	100%	Noda	1-2	0	8	•		
7704	Teaching Practicum in East Asian Languages	100%	Noda	1-5	0	8	•		
7705	Seminar in the Learning of East Asian Languages and Cultures	100%	C. Quinn, Walker	3	n/a	n/a		• •	• •
7710	Learning East Asian Languages in Cross-Cultural Contexts: High-School Level	100%		1	n/a	n/a			
7897	Introduction to Graduate-Level East Asian Studies	100%	Fukumori	3	n/a	n/a		•	• •
8701	Teaching East Asian Languages at the College Level	100%	Wang	3	0	8	•	•	•
8870	Research Presentations in East Asian Languages and Literatures	100%	Xie	1-3	0	6	•		
8896	Seminar in East Asian Philosophy	100%		3	n/a	n/a			
ECONOMICS (ECON)									
4130	World Economic Development in Historical Perspective	25%	Young, Kochanek, Duggan, Cooper, Doetsch	3	558	2	• • •	• •	• • •
4508	Comparative Economic Systems	40%		3	n/a	n/a			
5150	Economic Transitions in the 20th Century	30-40%		3	n/a	n/a			
5650	International Commodity Flows: Theory and Policy	25%		3	n/a	n/a			
5660	Financial Aspects of International Trade	25%	Seok	3	76	0	•	•	•
5720	Comparative Institutional Analysis of Firms and Markets	50%	Okahata	3	45	0	•	•	•
6193	Individual Studies	100%	Miyazaki	1	n/a	n/a			
7193	Individual Studies	100%	Miyazaki	1-4	n/a	n/a			
8193	Individual Studies	100%	Miyazaki	1-4	0	1	•		•
8999	Dissertation Research	100%	Miyazaki	1-3	0	2	•	•	•

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• One Semester • • Two Semesters • • • Two Semesters + Summer Term

AREA STUDIES COURSE LIST

Course Number	Course Title	% EA Content	Instructor	Credit Hours	16-17 Enrollment		Course Offerings		
					UG	Grad	16-17	17-18	18-19
EDUCATION: TEACHING AND LEARNING (EDUTL)									
7803	Teaching World Cultures and Global Issues in P-12 Classrooms	25%		3	n/a	n/a			
8620	Foreign Language Teacher Education	25%	Troyan	3	n/a	n/a			•
GEOGRAPHY (GEOG)									
2750	World Regional Geography	25%	Constantinou, Hartzler, Chabot, Ahlqvist, Toenjes, Schul	3	557	0	• • •	• • •	• • •
2750H	Honors: World Regional Geography	25%	Schul	3	13	0	•	• •	• •
3597.01	World Urbanization	25%	Chabot	3	33	0	•	• •	• •
3701	Making of the Modern World	25%	Wainwright, Paganini	3	205	1	• •		
3901H	Honors: Global Climate and Environmental Change	25%	Mosley-Thompson	3	29	0	•		
4194	Geography of East Asia	100%	Woodworth	1-3	n/a	n/a			
5193	Individual Studies in Geography	25%	Sui, Wainwright, Woodworth	1-15	n/a	n/a			
5194	Group Studies in Geography	25%		1-3	n/a	n/a			
5402	Land Use Geography	25%	Munroe	3	59	1	•	•	•
5503	Urban China: Space, Place, and Urban Transformation	100%	Woodworth	3	n/a	n/a		•	•
5601	Geographies of Governmentalities	25%	Ettlinger	3	9	4	•	•	•
5602	Urban Political Geography	25%		3	n/a	n/a			
5700	Geography of Development	25%	Wainwright	3	33	1	•	•	•
5802	Globalization and Environment	25%	Mansfield	3	43	1	•	•	•
7193	Individual Studies in Geography	100%	Sui, Wainwright, Woodworth	1-15	0	12	• • •	• • •	• • •
8503	Seminar in Urban Geography: Third World Urbanization	25%		3	n/a	n/a			
8601	Seminar: Theory of Political Geography	25%	Wainwright	3	0	4	•		•
8602	Seminar: Problems in Political Geography	25%		3	n/a	n/a			
8800	Seminar in Environment and Society	25%	Wainwright	3	n/a	n/a			

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• One Semester • • Two Semesters • • • Two Semesters + Summer Term

AREA STUDIES COURSE LIST

Course Number	Course Title	% EA Content	Instructor	Credit Hours	16-17 Enrollment		Course Offerings		
					UG	Grad	16-17	17-18	18-19
8999	Research in Geography: Dissertation	25%	Sui, Wainwright, Woodworth	1-9	0	1	•	• • •	• • •
HISTORY (HIST)									
1681	World History to 1500	25%	Staff	3	49	0	•	• •	•
1682	World History, 1500 to Present	25%	Staff	3	121	0	• •	•	• •
2375	Islamic Central Asia	25%	Levi	3	n/a	n/a			
2401	History of East Asia in the Pre-modern Era	100%	Hsieh, Curzon, Shan	3	151	0	• •	• • •	• • •
2402	History of East Asia in the Modern Era	100%	Reed, Shan	3	40	0	•	• •	•
3375	Mongol World Empire: Central Eurasia 1000 - 1500	50%	Levi	3	n/a	n/a		•	
3376	The Silk Road: Commerce and Culture in Eurasia 200 BC - 1498	25%	Hsieh	3	11	0	•	•	•
3401	Foundations of Chinese Civilization	100%	Zhang	3	n/a	n/a			
3402	Chinese Empire, 10th-14th Centuries	100%	Zhang	3	n/a	n/a			
3403	History of Early Modern China: 14th-18th Centuries	100%	Zhang	3	n/a	n/a		•	•
3404	Modern China, 1750 - 1949	100%	Reed	3	n/a	n/a		•	•
3405	Contemporary China, 1921-2000	100%	Schultz	3	39	1	•	•	•
3410	Studies in Chinese History	100%	Zhou	3	38	1	•		•
3411	Gender and Sexuality in China	100%	Zhang	3	n/a	n/a		•	
3425	History of Japan before 1800	100%	Brown	3	20	0	•		•
3426	History of Modern Japan	100%	Brown	3	43	0	•		•
3436	History of Modern Korea	100%	Lerner, Staff	3	n/a	n/a			
3570	World War II	25%	Mansoor	3	141	0	•		
3580	The Vietnam War	25%	Lerner, Staff	3	153	0	• • •	•	• • •
3000 level (TBD)	The Korean War**	100%	Lerner, Staff	3	n/a	n/a			•
3715	Explorations of Science, Technology and the Environment in East Asia	100%		3	n/a	n/a			
4193.01	Individual Studies	100%	Brown, Lerner, Levi, Reed, Zhang	1	n/a	n/a		•	•

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• One Semester • • Two Semesters • • • Two Semesters + Summer Term

AREA STUDIES COURSE LIST

Course Number	Course Title	% EA Content	Instructor	Credit Hours	16-17 Enrollment		Course Offerings		
					UG	Grad	16-17	17-18	18-19
4193.02	Individual Studies	100%	Brown, Lerner, Levi, Reed, Zhang	1	n/a	n/a		•	•
4400	Readings in Chinese History	100%	Reed, Zhang	3	9	0	•		•
4400E	Embedded Honors: Readings in Chinese History	100%	Reed, Zhang	3	n/a	n/a			
4400H	Honors: Readings in Chinese History	100%	Reed, Zhang	3	n/a	n/a			
4410	Research Seminar in Chinese History	100%	Reed, Zhang	3	n/a	n/a			
4410E	Embedded Honors: Research Seminar in Chinese History	100%	Reed, Zhang	3	n/a	n/a			
4410H	Honors: Research Seminar in Chinese History	100%	Reed, Zhang	3	n/a	n/a			
4425	Readings in Japanese History	100%	Brown	3	14	0	•		•
4425E	Embedded Honors: Readings in Japanese History	100%	Brown	3	n/a	n/a			
4425H	Honors: Readings in Japanese History	100%	Brown	3	n/a	n/a			
4430	Research Seminar in Japanese History	100%	Brown	3	9	0	•		
4430E	Embedded Honors: Research Seminar in Japanese History	100%	Brown	3	n/a	n/a			
4430H	Honors: Research Seminar in Japanese History	100%	Brown	3	n/a	n/a			
4650	Readings in World/Global/Transnational History	25%		3	n/a	n/a		• •	• •
4675	Research Seminar in World/Global/Transnational History	25%		3	17	0	•	• •	• •
4999	Undergraduate Research Thesis	100%	Brown, Lerner, Levi, Reed, Zhang	1-6	1	0	•		•
4999H	Honors: Undergraduate Research Thesis	100%	Brown, Lerner, Levi, Reed, Zhang	1-6	n/a	n/a			
5400	Special Topics in Chinese History	100%	Reed, Zhang	3	n/a	n/a			
5425	Special Topics in Japanese History	100%	Brown	3	n/a	n/a			
6193.01	Independent Study in History	100%	Brown, Lerner, Levi, Reed, Zhang	1-6	0	2	•	•	•
6193.02	Independent Study in History	100%	Brown, Lerner, Levi, Reed, Zhang	1-6	n/a	n/a		•	•
6999	Master's Thesis Research	100%	Brown, Lerner, Levi, Reed, Zhang	1-12	0	1	•	• •	•

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• One Semester • • Two Semesters • • • Two Semesters + Summer Term

AREA STUDIES COURSE LIST

Course Number	Course Title	% EA Content	Instructor	Credit Hours	16-17 Enrollment		Course Offerings		
					UG	Grad	16-17	17-18	18-19
7193.01	Independent Study in History	100%	Brown, Lerner, Levi, Reed, Zhang	1-6	0	10	• • •	• • •	• • •
7193.02	Independent Study in History	100%	Brown, Lerner, Levi, Reed, Zhang	1-6	0	3	•	• • •	• • •
7350	Studies in Islamic History: The Ottoman Provinces	25%		3	n/a	n/a			•
7400	East Asia and the Pre-Modern World	100%		1-6	n/a	n/a			
7401	East Asia and the Modern/Contemporary World	100%	Reed	1-6	n/a	n/a			
7405	Introduction to Graduate-Level East Asian Studies	100%	Brown, Reed, Zhang	1	0	23	• •		
7410	Studies in Pre-Modern Chinese History	100%	Zhang	1-6	n/a	n/a		•	•
7411	Studies in Modern and/or Contemporary Chinese History	100%	Reed	1-6	0	7	•		
7425	Studies in Japanese History	100%	Brown	1-6	n/a	n/a			•
8400	Seminar in East Asian History	100%	Brown, Lerner, Levi, Reed, Zhang	1-6	0	11	•	•	•
8410	Chinese History Research Methodology	100%	Reed, Zhang	1-6	n/a	n/a			
8999	Dissertation Research	100%	Brown, Lerner, Levi, Reed, Zhang	1-12	0	2	• •	• • •	• • •
HISTORY OF ART (HISTART)									
2003	Asian Art	100%	Butts, Trimmer, G. Zhang	3	172	1	• •	• •	• •
2003H	Honors: Asian Art	100%		3	n/a	n/a		•	
2901	Introduction to World Cinema	25%	McNiven, Phan, Trimmer	3	660	0	• • •	• •	• •
3605	History of Photography: East-West Photography	100%	Kunimoto	3	n/a	n/a			
3605H	Honors: History of Photography: East-West Photography	100%	Kunimoto	3	n/a	n/a		•	•
3901	World Cinema Today	25%	Brockman, Svede, Yoo, Trimmer	3	224	0	• •	• •	• •
4001	Writing Seminar in History of Art	100%	Paulsen, Trimmer	3	20	0	• •	•	•
4701	An Introduction to Buddhist Art and Iconography	50%	Jones	3	n/a	n/a			
4810	The Arts of China	100%	Trimmer	3	30	0	•	•	•
4815	Modern and Contemporary Chinese Art	100%	Trimmer	3	14	0	•	•	•

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• One Semester • • Two Semesters • • • Two Semesters + Summer Term

AREA STUDIES COURSE LIST

Course Number	Course Title	% EA Content	Instructor	Credit Hours	16-17 Enrollment		Course Offerings		
					UG	Grad	16-17	17-18	18-19
4820	The Arts of Japan	100%	Kunimoto	3	28	0	•	•	•
4825	From Modernism to Manga: Modern and Contemporary Art in Japan	100%	Kunimoto	3	n/a	n/a			•
5002	Topics in Asian and Non-Western Art	100%	Kunimoto	3	n/a	n/a		•	
5701	Buddhist Art: Theory and History	50%		3	n/a	n/a			
5720	Art of Central Asia	50%		3	n/a	n/a			
5723	Art of Nepal and Tibet	50%		3	n/a	n/a			
5724	The Buddhist Art of Gandhara and Kashmir (Examines the Buddhist art of greater Gandhara and Kashmir and its particular influence on both East Asian and South Asian art.)	25%		3	n/a	n/a			
5727	The Art of Newar Buddhism (Studies the art of the Newar Buddhist community of Nepal and its contribution to the rest of North and East Asia.)	25%		3	n/a	n/a			
5812	Chinese Art: Buddhist	100%	Andrews	3	n/a	n/a			
5815	The Lyric Journey: Chinese Painting of the Tang and Song Periods (618-1279)	100%	Andrews	3	n/a	n/a			•
5816	Images of the Mind: Chinese Painting of the Yuan and Ming Periods (1279-1644)	100%	Andrews	3	n/a	n/a		•	
5821	Japanese Art: Proto-Historic and Buddhist	100%		3	n/a	n/a			
5822	Japanese Art: Painting and Prints	100%	Andrews	3	n/a	n/a			
6801	Introduction to Graduate-Level East Asian Studies	100%	Andrews	3	n/a	n/a			
8193	Individual Studies	100%	Andrews, Kunimoto	1-3	n/a	n/a			
8701	Studies in Buddhist Art	100%		4	n/a	n/a			
8721	Studies in Inner Asian Art (Introduction to research in Central Asian, Tibetan, Nepalese and Chinese art, its influence on other areas and the influencing factors on it.)	50%		4	n/a	n/a			
8811	Studies in Chinese Art	100%	Andrews	4	n/a	n/a		•	•
8821	Studies in Japanese Art	100%	Kunimoto	4	0	5	•		•
8999	Dissertation Research in History of Art	100%	Andrews, Kunimoto	1-12	n/a	n/a		• •	• •

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• One Semester • • Two Semesters • • • Two Semesters + Summer Term

AREA STUDIES COURSE LIST

Course Number	Course Title	% EA Content	Instructor	Credit Hours	16-17 Enrollment		Course Offerings		
					UG	Grad	16-17	17-18	18-19
INTERNATIONAL STUDIES (UISP)									
2050	Introduction to China and Japan	100%	Hwang, Pantsov	3	92	0	• •	• •	• •
2500	Introduction to Development Studies	25%	Woodworth	3	45	0	• •	• •	• •
2500H	Honors: Introduction to Development Studies	25%		3	n/a	n/a			
2580	Feast or Famine: The Global Business of Food <i>Cross-listed in Agricultural, Environmental and Development Economics (AEDECON 2580)</i>	25%	Leonard	3	5	0	•	•	•
3850	Introduction to Globalization	25%	Mughan	3	23	0	• •	•	•
4195	Selected Problems in International Studies <i>(Example Topic: China in Africa)</i>	25%	Beshah	3	34	2	• •	•	• •
4195H	Honors: Selected Problems in International Studies	25%		3	n/a	n/a			
4250	Comparative Communism: China and Russia	50%	Pantsov	3	n/a	n/a			
4534	Comparative Challenges to Economic Development: Sub-Saharan Africa, Latin America, and China <i>Cross-listed in Agricultural, Environmental and Development Economics (AEDECON 4534)</i>	33%	Southgate	3	n/a	n/a		•	•
4535	International Economic Development	25%	Chen	3	10	0	• •	• •	• •
4539	China's Economic Reforms and Globalization <i>Cross-listed in Agricultural, Environmental and Development Economics (AEDECON 4539)</i>	100%	Zhang	3	n/a	n/a			
4597.01	Issues of the Contemporary World: Problems and Policies in World Population, Food and Environment <i>Cross-listed in Agricultural, Environmental and Development Economics (AEDECON 4597.01)</i>	25%	Sohngen, Southgate, X. Zhang	3	15	0	• • •	• • •	• • •
4597.01H	Honors: Issues of the Contemporary World: Problems and Policies in World Population, Food and Environment <i>Cross-listed in Agricultural, Environmental and Development Economics (AEDECON 4597.01H)</i>	25%	Southgate	3	n/a	n/a			

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• One Semester • • Two Semesters • • • Two Semesters + Summer Term

AREA STUDIES COURSE LIST

Course Number	Course Title	% EA Content	Instructor	Credit Hours	16-17 Enrollment		Course Offerings		
					UG	Grad	16-17	17-18	18-19
4701	The Development and Control of Weapons of Mass Destruction (Includes discussions on the historical development and use of WMDs in Japan in WWII, current proliferation efforts in North Korea and China, and security efforts to halt WMD development throughout the world.)	25%	Lewis	3	15	0	•	•	•
4850	Understanding the Global Information Society	25%	Espinosa de los Monteros	3	26	0	•	•	•
5050	Two Koreas: Political Economy of Regional Rivalry* ** (Shared with other universities via videoconference technology)	100%	Hwang	3	36	1	•	•	•
5051	East Asia in the Post-Cold War Era: Issues in Regional Security & Economic Development	100%	Hwang	3	n/a	n/a		•	•
5195	Selected Problems in International Studies	25%		3	n/a	n/a			
5701E	Embedded Honors: Intelligence and National Security in a Changing World	25%	Bucknam	3	n/a	n/a			•
5702	Research on Organized Violence	25%	Lewis	3	n/a	n/a		•	
5703	Thinking and Writing: A Practicum for Intelligence Analysis	25%	Bucknam	3	n/a	n/a		•	•
JAPANESE									
2231	Elements of Japanese Culture	100%	Nakayama, Torrance	3	94	0	• •	• •	• •
2255	Postwar Culture in Germany and Japan <i>Cross-listed in German (GERMAN 2255)</i>	50%	Reitter	3	0	4	•		
2451	Japanese Literature in Translation	100%	S. Quinn, Fukumori	3	94	0	• •	• •	• •
2452	Modern Japanese Literature in Translation	100%	Torrance, Yasar	3	97	0	• •	•	•
4193	Individual Studies	100%	All Faculty	1	n/a	n/a		• •	•
4194	Group Studies	100%	All Faculty	1-3	n/a	n/a			
4400	Japanese Film and Visual Media	100%	Yasar	3	35	1	•	•	
4401	Japanese Literature and Film in Critical Perspective	100%	Torrance	3	16	0	•	•	•
4998	Undergraduate Research Project	100%	All Faculty	3	n/a	n/a		• •	• •
4999	Undergraduate Research Thesis	100%	All Faculty	2-4	n/a	n/a		• •	• •
4999H	Honors: Undergraduate Research Thesis	100%	All Faculty	2-4	n/a	n/a		•	
5121	Kanbun	100%	Fukumori	3	0	6	•		

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• One Semester • • Two Semesters • • • Two Semesters + Summer Term

AREA STUDIES COURSE LIST

Course Number	Course Title	% EA Content	Instructor	Credit Hours	16-17 Enrollment		Course Offerings		
					UG	Grad	16-17	17-18	18-19
5194	Undergraduate/Graduate Group Studies	100%	All Faculty	1-3	n/a	n/a			
5271	The Japanese Religious Tradition <i>Cross-listed in Comparative Studies (COMPSTD 5871)</i>	100%	Curley	3	n/a	n/a			
5311.51	Self-Monitoring Skill Development in Performance-Oriented Language Learning: Individualized	100%	Kuwai	1-3	n/a	n/a			
5315	Japanese Language: Structure, Culture and Communication I	100%	C. Quinn	3	18	1	•	••	•
5316	Japanese Language: Structure, Culture and Communication II	100%	C. Quinn	3	14	1	•	•	•
5380	Japanese Linguistics	100%	Nakayama	3	4	8	•	•	•
5400	Performance Traditions of Japan	100%	S. Quinn	3	4	1	•	•	•
5454	Japanese Literature: Classical Period	100%	Fukumori	3	3	5	•	•	•
5455	Japanese Literature: Medieval and Edo Periods	100%	S. Quinn	3	4	4	•	•	
5456	Japanese Literature: Modern Period	100%	Torrance	3	n/a	n/a			
6193	Individual Studies	100%	All Faculty	1-3	0	14	••	•••	•••
6194	Group Studies	100%	All Faculty	1-3	n/a	n/a			
6380	Japanese Linguistics	100%	Nakayama	3	n/a	n/a			
6381	History of the Japanese Language	100%		3	n/a	n/a			
6998	Research in Japanese: Project	100%	All Faculty	1-3	n/a	n/a		•••	•••
6999	Research in Japanese: Thesis	100%	All Faculty	1-3	0	3	•••	•••	•••
7382	Japanese Phonology	100%	Unger	3	n/a	n/a			
7384	Japanese Syntax	100%	Yuasa	3	n/a	n/a			
7386	Japanese Pragmatics	100%		3	n/a	n/a			
7387	Japanese Language Processing	100%	Nakayama	3	n/a	n/a			
7388	Japanese Language Acquisition	100%	Nakayama	3	0	5	•		
7451	Studies in Japanese Poetry	100%	Fukumori	3	n/a	n/a			
7452	Studies in Japanese Prose Literature	100%		3	n/a	n/a			
7453	Studies in Japanese Drama	100%	S. Quinn	3	0	9	•		
7454	War Tales in the Japanese Tradition	100%		1-3	n/a	n/a			
7455	Tale of Genji	100%	Fukumori	3	n/a	n/a		•	

*2016-17 NRC-supported; **2018-19 NRC-supported

X-15

• One Semester •• Two Semesters ••• Two Semesters + Summer Term

AREA STUDIES COURSE LIST

Course Number	Course Title	% EA Content	Instructor	Credit Hours	16-17 Enrollment		Course Offerings		
					UG	Grad	16-17	17-18	18-19
8387	Topics and Problems in Japanese Linguistics	100%	C. Quinn	3	0	6	•		
8470	Perspectives on Modern Japanese Stylistics	100%		3	n/a	n/a			
8477	Topics and Problems in Japanese Literature	100%	Fukumori	3	n/a	n/a			•
8500	Japanese Bibliography and Research Methods	100%	Torrance	3	0	7	•		•
8889	Interdepartmental Seminar	100%	All Faculty	3	n/a	n/a			
8897	Departmental Seminar	100%	All Faculty	1-3	n/a	n/a		•	•
8998	Research in Japanese: Project	100%	All Faculty	1-3	n/a	n/a		• • •	• • •
8999	Research: Dissertation	100%	All Faculty	1-3	0	19	• • •	• • •	• • •
KINESIOLOGY: SPORT, FITNESS AND HEALTH PROGRAM (KNSFHP)									
1169.01	Martial Arts Forms: Aikido	100%	GTAs	1	n/a	n/a			
1169.02	Martial Arts Forms: Judo I	100%	GTAs	1	70	1	• •	• •	• •
1169.03	Martial Arts Forms: Judo II	100%	GTAs	1	n/a	n/a			•
1169.04	Martial Arts Forms: Karate I	100%	GTAs	1	91	1	• •	• •	• •
1169.05	Martial Arts Forms: Karate II	100%	GTAs	1	n/a	n/a			
1169.06	Martial Arts Forms: Shuai Chiao	100%	GTAs	1	25	0	• •	• •	• •
1169.07	Martial Arts Forms: Tae Kwon Do I	100%	GTAs	1	51	2	• •	• •	• •
1169.08	Martial Arts Forms: Tae Kwon Do II	100%	GTAs	1	n/a	n/a			
1169.09	Martial Arts Forms: T'ai Chi Ch'uan I	100%	GTAs	1	25	0	• •	• •	• •
1169.1	Martial Arts Forms: T'ai Chi Ch'uan II	100%	GTAs	1	n/a	n/a			•
KOREAN									
2231	Elements of Korean Culture	100%	Kim, Pyun	3	79	0	• •	• •	• •
2451	Korean Literature in Translation	100%	Kim, Park	3	70	0	• •	• •	• •
4193	Individual Studies	100%	All Faculty	1-3	4	1	• •	• •	• •
4194	Group Studies	100%	All Faculty	1-3	n/a	n/a			
4998	Undergraduate Research Project	100%	All Faculty	3	n/a	n/a		•	•
4998H	Honors: Undergraduate Research Project	100%	All Faculty	3	n/a	n/a			
4999	Undergraduate Research Thesis	100%	All Faculty	3	n/a	n/a		•	•

*2016-17 NRC-supported; **2018-19 NRC-supported

X-16

• One Semester • • Two Semesters • • • Two Semesters + Summer Term

AREA STUDIES COURSE LIST

Course Number	Course Title	% EA Content	Instructor	Credit Hours	16-17 Enrollment		Course Offerings		
					UG	Grad	16-17	17-18	18-19
4999H	Honors: Undergraduate Research Thesis	100%	All Faculty	3	n/a	n/a			
5256	Interdisciplinary Topics in Korean Politics and Society * ** (Shared with other universities via videoconference technology)	100%	Kim	3	20	3	•	•	•
5315	Korean Language: Structure, Culture, and Communication	100%	Pyun	3	10	0	•	•	•
5380	Korean Linguistics	100%	Pyun	3	n/a	n/a		•	
5400	Performance Traditions of Korea	100%	Park	3	7	0	•	•	•
5405	Korean Drama in Translation	100%	Park	3	n/a	n/a			
5453	Readings in Korean Literary and Classical Texts	100%	Park	3	n/a	n/a			
5455	Interdisciplinary Courses on Korean Art, Music, Film, and Theatre	100%	Park	3	n/a	n/a			
6445	Studies in Korean-American Literature	100%		3	n/a	n/a			
6454	Korean Literary Traditions	100%		3	n/a	n/a			
LAW									
7109	International Business Arbitration	25%	Deason	3	n/a	n/a		•	
7118	Comparative Dispute Resolution	25%		3	n/a	n/a			
7124	International Dispute Resolution	25%	Smith, Quigley	3	0	21	•	•	•
7230	International Business Transactions	25%	Chow, Smith	3	0	24	•	•	•
7236	International Trade	30%	Chow	3	n/a	n/a			
7712	International Law	25%	Stephens, Helal	3	0	20	•	•	•
7814	International Intellectual Property	25%	Chow	3	n/a	n/a		•	
8896.34	Seminar: Doing Business in China	100%	Chow	2	n/a	n/a			
MECHANICAL AND AEROSPACE ENGINEERING (MECHENG)									
5000 level (TBD)	Space Programs, Policy, and Commerce across East Asia**	100%	Horack	3	n/a	n/a			•
MEDIEVAL AND RENAISSANCE STUDIES (MEDREN)									
2211	Medieval Kyoto: Portraits and Landscapes	100%	Fukumori	3	22	0	•		
MUSIC									
2250	Music Cultures of the World	25%	Staff	3	517	0	• • •	• • •	• • •

*2016-17 NRC-supported; **2018-19 NRC-supported

X-17

• One Semester •• Two Semesters ••• Two Semesters + Summer Term

AREA STUDIES COURSE LIST

Course Number	Course Title	% EA Content	Instructor	Credit Hours	16-17 Enrollment		Course Offerings		
					UG	Grad	16-17	17-18	18-19
7787	Chinese Music	100%	Will	3	0	3	•		•
NEAR EASTERN LANGUAGES AND CULTURES (NELC)									
5204	Culture and Politics in Central Asia	25%	Liu	3	2	3	•		•
PHILOSOPHY (PHILOS)									
2120	Asian Philosophies	100%	Staff	3	513	0	• • •	• • •	• • •
8200	Seminar in the History of Philosophy	25%	Jorati	1-4	n/a	n/a			
POLITICAL SCIENCE (POLITSC)									
1300	Global Politics	25%	Staff	3	534	0	• • •	• • •	• • •
1300H	Honors: Global Politics	25%		3	n/a	n/a			
4230	Chinese Political System	100%		3	n/a	n/a			
4231	China: State and Society	100%		3	n/a	n/a			
4235	Japanese Politics	100%		3	n/a	n/a			
4597.01	International Cooperation and Conflict	25%	Titus, Larson	3	61	0	•		
4597.01H	Honors: International Cooperation and Conflict	25%		3	n/a	n/a			
4597.02	Political Problems of the Contemporary World	25%	Tunkis	3	19	0	•	• •	•
4597.02E	Embedded Honors: Political Problems of the Contemporary World	25%		3	n/a	n/a			
4597.02H	Honors: Political Problems of the Contemporary World	25%	Holland	3	33	0	• •		• •
4892	Topics in Comparative Politics	100%		3	n/a	n/a			
4892H	Honors Seminar in Comparative Politics	100%		3	n/a	n/a			
7206	Comparative Political Institutions	25%		3	n/a	n/a			•
7230	Chinese Politics	100%		3	n/a	n/a			
7999	Research for Thesis in Political Science	100%		1-12	n/a	n/a			
8200	Research in Comparative Politics Variable	25%		3	n/a	n/a			
8783	Research in International Politics	25-100%	Verdier	3	0	16	• •	•	• •
8999	Dissertation Research in Political Science	100%		1-12	n/a	n/a			

*2016-17 NRC-supported; **2018-19 NRC-supported

X-18

• One Semester • • Two Semesters • • • Two Semesters + Summer Term

AREA STUDIES COURSE LIST

Course Number	Course Title	% EA Content	Instructor	Credit Hours	16-17 Enrollment		Course Offerings		
					UG	Grad	16-17	17-18	18-19
PUBLIC HEALTH (PUBHLTH)									
6000	Introduction to Global Health	25%	Ibaraki, Gallo	3	1	41	•	•	•
SOCIOLOGY (SOCIOL)									
3597.01	World Problems in Global Context	25%	Staff	3	90	0	• •	• •	• •
3597.02	World Population Problems	25%	Zheng	5	n/a	n/a		•	•
4998	Undergraduate Research in Sociology	100%		1-9	n/a	n/a			
4998H	Honors: Undergraduate Research in Sociology	100%		1-9	n/a	n/a			
6193	Individual Studies	100%		1-9	n/a	n/a			
6999	Research for Thesis	100%		1-12	n/a	n/a			
7711	Sociology of Work	25%		3	n/a	n/a			
7735	Sociology of Gender	25%		3	n/a	n/a			
7837	Political Sociology	25%		3	n/a	n/a			
7884.11	Seminar: Labor Markets/Economy and Society	100%		3	n/a	n/a			
8999	Research for Dissertation	100%		3-16	n/a	n/a			
THEATRE									
3597	Issues of the Contemporary World: Censorship and Performance (Focuses on Western and Asian communities with particular attention to live performance.)	25%	Staff	3	n/a	n/a			•
5771.06	International Theatre and Performance	25%	McClatchy	3	13	0	•		•
WOMEN'S, GENDER, AND SEXUALITY STUDIES (WGSST)									
2305	Gender and Sexuality in Global Perspective (Investigates women cross-culturally by exploring gender issues in the non-Western world, dedicating several lectures to examining the changing roles of women in East Asia.)	25%	Ranjbar	3	n/a	n/a		•	

LANGUAGE COURSE LIST

Course Number	Course Title	Instructor	Credit Hours	16-17 Enrollment		Course Offerings		
				UG	Grad	16-17	17-18	18-19
CHINESE (CANTONESE)								
4301	Conversational Cantonese for Mandarin Speakers*	Chan	3	20	0	•	•	•
CHINESE (MANDARIN)								
1101.01	Level One Chinese I: Classroom Track	S. Knicely	4	81	2	•	•	•
1101.02	Level One Chinese I: Summer Intensive Track	S. Knicely	4	n/a	n/a		•	
1101.51	Level One Chinese I: Individualized Track	S. Knicely	1-4	44	5	••	••	••
1102.01	Level One Chinese II: Classroom Track	S. Knicely	4	66	0	•	•	•
1102.02	Level One Chinese II: Summer Intensive Track	S. Knicely	4	n/a	n/a		•	
1102.51	Level One Chinese II: Individualized Track	S. Knicely	1-4	31	0	••	••	••
1103.01	Level Two Chinese I: Classroom Track	S. Knicely	4	33	0	•	•	•
1103.51	Level Two Chinese I: Individualized Track	S. Knicely	1-4	41	2	••	••	••
2102	Level Two Chinese II: Classroom Track	S. Knicely	5	19	0	•	•	•
2141.01	Intensive Level Two Chinese - Oral: Classroom Track	S. Knicely	4	31	1	•	•	•
2141.02	Intensive Level Two Chinese - Oral: Summer Intensive Track	S. Knicely	4	8	0	•	•	•
2151.01	Intensive Level Two Chinese - Written: Classroom Track	S. Knicely	5	11	1	•	•	•
2151.51	Intensive Level Two Chinese - Written: Individualized Track	S. Knicely	1-5	26	2	••	••	••
4101	Level Three Chinese I	S. Knicely	5	14	0	•	•	•
4102	Level Three Chinese II	S. Knicely	5	9	0	•	•	•
4142.01	Intensive Level Three Chinese - Oral: Classroom Track	S. Knicely	5	20	1	•	•	•
4142.02	Intensive Level Three Chinese - Oral: Summer Intensive Track	S. Knicely	5	9	1	•	•	•
4152.01	Intensive Level Three Chinese - Written: Classroom Track	S. Knicely	5	10	1	•	•	•
4152.51	Intensive Level Three Chinese - Written: Individualized Track	S. Knicely	1-5	19	4	••	••	••
5101.01	Level Four Chinese I: Classroom Track	Wang	3	18	3	••	•	
5101.51	Level Four Chinese I: Individualized Track	Wang	1-3	9	2	••	••	••

*2016-17 NRC-supported; **2018-19 NRC-supported

X-20

• One Semester •• Two Semesters ••• Two Semesters + Summer Term

LANGUAGE COURSE LIST

Course Number	Course Title	Instructor	Credit Hours	16-17 Enrollment		Course Offerings		
				UG	Grad	16-17	17-18	18-19
5102.01	Level Four Chinese II: Classroom Track	Jian	3	9	1	•	•	
5102.51	Level Four Chinese II: Individualized Track	Jian	1-3	11	2	••	••	••
5103	Level Five Chinese I	Walker, Jian	3	8	3	••	••	•
5104	Level Five Chinese II	S. Knicey, Walker, Jian	3	8	3	••	••	•
5105.51	Selected Readings in Scholarly Chinese Texts I: Individualized Track	S. Knicey	1-3	n/a	n/a		•	•
5106.51	Selected Readings in Scholarly Chinese Texts II: Individualized Track	S. Knicey	1-3	n/a	n/a		•	•
5111	Classical Chinese I	Goh	3	21	1	•	•	•
6998	Research in Chinese: Project	Bender, Chan, Denton, Goh, Jian, Sieber, Walker, Wang, Xie	1-3	0	11	•••	•••	•••
6999	Research in Chinese: Thesis	Bender, Chan, Denton, Goh, Jian, Sieber, Walker, Wang, Xie	1-3	0	18	•••	•••	•••
7615	Chinese Perspectives on China's Civilization	Jian	3	0	9	•	•	•
7617	Analysis of Contemporary Chinese Media	Wang	3	0	3	•	•	•
7650	Negotiating in Chinese	Li	3	0	4	•		•
7655	Language in China	Jian	3	0	6	•		•
7660	Interpersonal Relations and Professional Networking	Jian	3	0	7	•	•	•
7670	Literary Language in Modern Mandarin	Jian	3	n/a	n/a			
7671.51	Domain I	Jian	5	0	4	•		
7672.51	Domain Research and Presentation of a Project	Jian	5	n/a	n/a			
JAPANESE								
1101.01	Level One Japanese I: Classroom Track	Kuwai	4	128	3	•	•	•
1101.02	Level One Japanese I: Summer Intensive Track	Kuwai	4	9	2	•	•	•
1101.51	Level One Japanese I: Individualized Track	Kuwai	1-4	90	3	••	••	••
1102.01	Level One Japanese II: Classroom Track	Kuwai	4	94	1	•	•	•

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X-21

• One Semester •• Two Semesters ••• Two Semesters + Summer Term

LANGUAGE COURSE LIST

Course Number	Course Title	Instructor	Credit Hours	16-17 Enrollment		Course Offerings		
				UG	Grad	16-17	17-18	18-19
1102.02	Level One Japanese II: Summer Intensive Track	Kuwai	4	9	2	•	•	•
1102.51	Level One Japanese II: Individualized Track	Kuwai	1-4	46	2	••	••	••
1103.01	Level Two Japanese I: Classroom Track	Kiyosue	4	58	0	•	•	•
1103.02	Level Two Japanese I: Summer Intensive Track	Kuwai	4	15	1	•	•	•
1103.51	Level Two Japanese I: Individualized Track	Kuwai	1-4	32	0	••	••	••
2102.01	Level Two Japanese II: Classroom Track	Kiyosue	5	31	0	•	•	•
2102.02	Level Two Japanese II: Summer Intensive Track	Kuwai	5	15	1	•	•	•
2141	Intensive Level Two Japanese - Oral	Terada	4	10	0	•	•	•
2151	Intensive Level Two Japanese - Written	Terada	5	11	0	•	•	•
4101	Level Three Japanese I	Kiyosue	5	32	5	•	•	•
4102	Level Three Japanese II	Kiyosue	5	24	3	•	•	•
4142	Intensive Level Three Japanese - Oral	Terada	5	8	1	•	•	•
4152	Intensive Level Three Japanese - Written	Terada	5	8	1	•	•	•
5101.01	Level Four Japanese I: Classroom Track	Terada	3	6	0	•	•	•
5101.02	Level Four Japanese I: Summer Intensive Track	Kuwai	3	6	0	•	•	•
5102.01	Level Four Japanese II: Classroom Track	Terada	3	3	0	•	•	•
5102.02	Level Four Japanese II: Summer Intensive Track	Kiyosue	3	6	0	•	•	•
5103.51	Level Five Japanese I: Individualized Track	Noda	1-3	8	7	•	•	•
5104.51	Level Five Japanese II: Individualized Track	Noda	1-3	5	4	•	•	•
5111	Classical Japanese I	C. Quinn	3	2	7	•	•	•
5112	Classical Japanese II	C. Quinn	3	n/a	n/a		•	
5121	Kanbun		3	n/a	n/a			
5194	Japanese Interpretation	Larimer	3	n/a	n/a			•

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X-22

• One Semester •• Two Semesters ••• Two Semesters + Summer Term

LANGUAGE COURSE LIST

Course Number	Course Title	Instructor	Credit Hours	16-17 Enrollment		Course Offerings		
				UG	Grad	16-17	17-18	18-19
KOREAN								
1101.01	Level One Korean I: Classroom Track	Kang-Parker	4	64	5	•	•	•
1101.51	Level One Korean I: Individualized Track	Lee, Son	1-4	56	6	••	••	••
1102.01	Level One Korean II: Classroom Track	Pyun	4	52	3	•	•	•
1102.51	Level One Korean II: Individualized Track	Kang-Parker	1-4	14	3	••	••	••
1103.01	Level Two Korean I: Classroom Track	Kang-Parker, Son	4	27	0	•	•	•
1103.02	Level Two Korean I: Summer Intensive Track	Pyun	4	n/a	n/a			•
1103.51	Level Two Korean I: Individualized Track	Son	1-4	10	3	••	••	••
2102.01	Level Two Korean II: Classroom Track	Lee	5	21	0	••	•	•
2102.02	Level Two Korean II: Summer Intensive Track	Pyun	4	n/a	n/a			•
2102.51	Level Two Korean II: Individualized Track	Kang-Parker	1-5	12	2	••	••	••
4101.01	Level Three Korean I: Classroom Track	Lee	5	5	1	•	•	•
4101.51	Level Three Korean I: Individualized Track	Son	1-5	8	1	••	••	••
4102.01	Level Three Korean II: Classroom Track	Kang-Parker	5	4	1	•	•	•
4102.51	Level Three Korean II: Individualized Track	Son	1-5	5	0	••	••	••
5101	Level Four Korean I	Lee	3	6	0	•	•	•
5102	Level Four Korean II	Park	3	n/a	n/a		•	•
5103.01S	Level Five Korean II **	Kim	3	n/a	n/a			•
5104.01S	Level Five Korean II **	Kim	3	n/a	n/a			•
UZBEK								
1101	Elementary Uzbek I * **	Azimova	4	0	1	•	•	•
1102	Elementary Uzbek II * **	Azimova	4	0	2	•	•	•
1103	Intermediate Uzbek I * **	Azimova	4	0	4	•	•	•
2101	Intermediate Uzbek II * **	Azimova	3	0	4	•	•	•

*2016-17 NRC-supported; **2018-19 NRC-supported

X-23

• One Semester •• Two Semesters ••• Two Semesters + Summer Term

NRC Project-Specific Performance Measure Form (PMF)

Figure 1: PMF for Project-Specific Measures 1

1. Project Goal Statement: Expand Access to Quality EA Knowledge and Instruction to Community College and MSIs								
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets			
					BL	T1	T2	T3 T4
A. Train 200 community college faculty and students through Columbus State Community College-OSU "When East Meets West" Conference.	A.1. Recruit and hire specialists to deliver presentations. A.2. Organize conferences. A.3. Recruit conference participants.	A.1. Number of specialists hired A.2. Number of conferences organized A.3. Number of participants impacted	Annual	Center info	2	2	2	2
					1	1	1	1
					85	50	50	50
B. Develop 8 high-quality EA-focused modules to be used at Columbus State Community College.	B.1. Recruit and hire EA specialists. B.2. Develop quality modules with EA content.	B.1. Number of specialists hired B.2. Number of modules developed	Annual	Center Info	0	1	1	1
					0	2	2	2
C. Train 80 minority-serving institution faculty and students through EA lectures.	C.1. Recruit and hire specialists to deliver lectures. C.2. Organize EA lectures. C.3. Recruit lecture participants.	C.1. Number of specialists hired C.2. Number of EA lectures organized C.3. Number of participants impacted	Annual	Center info	1	1	1	1
					1	1	1	1
					34	20	20	20

Figure 2: PMF for Project-Specific Measures 2

1. Project Goal Statement: Increase Training Capacity of K-12 Teachers, Faculty, and Graduate Students									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3 T4	
A. Train 60 K-12 teachers on global issues through Global Teacher Seminars.	A.1. Recruit and hire faculty to lead seminars. A.2. Develop a course syllabus and/or presentation materials. A.3. Recruit teachers to participate in seminars.	A.1. Number of faculty hired A.2. Number of syllabus and/or materials developed A.3. Number of teachers trained	Annual	Center Info	0	1	1	1	1
					0	1	1	1	1
					0	15	15	15	15
B. Train 80 K-12 teachers through week-long East Asian studies teacher seminars.	B.1. Recruit and hire faculty to lead seminars. B.2. Develop content materials. B.3. Recruit teachers to participate in seminars.	C.1. Number of faculty hired C.2. Number of materials developed C.3. Number of teachers trained	Annual	Center Info	2	1	1	1	1
					2	1	1	1	1
					47	20	20	20	20
C. Train 200 K-16 Japanese language teachers through Japanese Language Pedagogy Workshops.	C.1. Recruit and hire language pedagogy specialists to lead workshops. C.2. Develop workshop materials. C.3. Recruit teachers to participate in workshops.	C.1. Number of specialists hired C.2. Number of materials developed C.3. Number of teachers trained	Annual	Center Info	2	2	2	2	2
					2	2	2	2	2
					65	50	50	50	50

Figure 3: PMF for Project-Specific Measures 3

1. Project Goal Statement: Develop a Globally-Engaged Society								
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets			
					BL	T1	T2	T3 T4
A. Provide global fluency training to 900 K-12 students through the Global Scholar Diploma program.	A.1. Recruit and hire EA specialists to deliver presentations. A.2. Organize Global Scholar Diploma workshops. A.3. Recruit K-12 students to participate in workshops.	A.1. Number of specialists hired A.2. Number of workshops organized A.3. Number of K-12 students impacted	Annual	Center info	0	4	4	6
					0	1	1	1
					0	225	225	225
B. Connect 140 students with representatives from government, education, business, and non-profit sectors through EA-focused professionalization events.	B.1. Organize professionalization events. B.2. Recruit event participants.	B.1. Number of events organized B.2. Number of students impacted	Annual	Center info	4	2	2	2
					54	35	35	35



April 4, 2018

Jennifer Nardone
Associate Professor
Humanities Department
408 Nestor Hall

Etsuyo Yuasa
Associate Professor, Department of East Asian Languages and Literatures
Director, East Asian Studies Center
The Ohio State University
398 Hagerty Hall
1775 College Road
Columbus, OH 43210

Dear Etsuyo,

We are so grateful for our partnership with the OSU East Asian Studies Center, and we are looking forward to working together over the next few years. Over the last five years, our partnership has helped us bring several prominent scholars to campus, assisted in the development of our World History curriculum for College Credit Plus classes, and inspired our *When East Meets West* symposium.

We are especially excited about the success of *When East Meets West*, now in its third year. The symposium, held each September, brings four scholars to Columbus State to present and discuss connections between the traditional Western Civilization narrative and East Asian history and culture. The all-day symposium includes two sessions, each consisting of presentations from the scholars followed by a moderated discussion between the audience and presenters. Over 70 people attended the first symposium in 2016, which focused on Great Thinkers in Ancient Civilizations, and over 85 attended our 2017 program about the Silk Road. Columbus State would not be able to host these programs without the support of EASC. Your help identifying scholars for the symposium and assisting with the speaker honorarium has been invaluable.

One of the most important aspects of the symposium is providing professional development for area high school teachers, who can earn 7.5 Continuing Education Credits for participating in the symposium. Dozens of teachers from multiple area school districts have earned CEUs for participating in the symposia, and we hope to expand this component of our programs in the future. College Credit Plus is growing fast at Columbus State, and it is important that all of our faculty – college and high school instructors– have opportunities to engage with new scholarship essential for our shared humanities curriculum. We offer the teachers primary and secondary sources for classroom use as part of attending the symposium, and the moderated discussions often consider how to incorporate these sources into the classroom.

We are grateful, as well, for EASC's help with curriculum development for our World Civilization classes, which constitute a significant number of our College Credit Plus classes. The 12 modules already developed by OSU graduate students and funded by EASC, are an essential component of the World Civilization classes, and we look forward to creating another 8 modules over the next few years. As we have discussed, future modules will align more with the symposium topics, which will make both the teaching modules and professional development provided through the symposium more relevant for teachers.

We are excited about the 2018 *When East Meets West* symposium, Health and Healing Across World Cultures, inspired by our new History of Medicine class at Columbus State. The next set of modules created by EASC will be incorporated into both the College Credit Plus high school classes and the History of Medicine class, which primarily serves our Health and Human Services students. The curriculum developed with EASCs help reaches a broad spectrum of our students, and we are looking forward to expanding this component of our partnership with EASC.

I would like to especially thank you, Etsuyo, for your support and kindness over the last few years. Your willingness to help fund the first *When East Meets West* gave us a chance to demonstrate the need and interest in programs like the symposium. The assistance from EASC with both curriculum and professional development has been invaluable, and we are grateful. I hope we are able to continue expanding both components of our partnership, and I look forward to working with you and EASC.

Thank you again,

A handwritten signature in cursive script that reads "Jennifer Nardone". The signature is written in dark ink on a light-colored background.

Jennifer Nardone
Associate Professor
Humanities Department

Spelman College

ASIAN STUDIES PROGRAM

PHONE: 404-270-5650

To: Dr. Etsuyo Yuasa, Director, East Asian Studies Center, The Ohio State University

From: Tinaz Pavri, Director, Asian Studies Program, Spelman College

4.2.2018

Dear Dr. Yuasa,

I am very happy to write a letter of support for the grant being sought by the East Asian Studies Center at Ohio State University. Since the establishment of our relationship in Fall, 2013, our Asian Studies program at Spelman College has benefited greatly from our growing relationship, including the annual expert guest speaker series that we have been able to host through this grant.

As the Director of Spelman's Asian Studies program, I have seen our students gaining much from our hosting of expert speakers on issues of import in Asian affairs, and from holding workshops both on the substance of Asian Studies as well as on career prospects and professionalization. In turn, I believe your program has been strengthened by the ideas and perspectives of our articulate and motivated Spelman students, who are increasingly more interested in Asia. In addition, many of our faculty have benefited from our relationship, with at least two of us visiting Ohio State University for lectures and workshops and others developing strong professional relationships on common areas of interest, for instance Dr. Woldemariam at Spelman and Dr. Brook Beshah at Ohio State University. Indeed, as I write this letter, we are looking forward to hosting an expert speaker on the North Korea crisis this week at Spelman College through the grant.

I believe our students have gained a window on what a graduate program in Asian Studies would look like through our engagement. Many have received Fulbright awards to Asia and have engaged with Asia after graduation.

Again, I offer my strong support and hope that this grant will enable our relationship to continue to strengthen and flourish.

Sincerely,

A handwritten signature in black ink, appearing to read "Tinaz Pavri", with a stylized flourish at the end.

Tinaz Pavri



March 29, 2018

To Whom It May Concern:

As a faculty member in social studies teacher education in the College of Education and Human Ecology at The Ohio State University, I am writing to express my support and enthusiasm for the Title VI grant proposals submitted by OSU's Center for Latin American Studies, Center for Slavic and East European Studies, East Asian Studies Center, and Middle East Studies Center.

The proposed collaboration with the area studies centers will allow faculty in social studies education and teacher education to enhance the preparation of preservice and in-service K-12 educators in school systems in Ohio and beyond. This will be accomplished by 1) supporting teachers in incorporating global perspectives into lessons and 2) promoting the use of student-centered and dialogic instructional strategies that increase student engagement and content learning. These workshops will help prepare teachers for 21st century classrooms and support the demands of inquiry-based teaching and learning. This aligns with a recently released proposed strategic plan from the Ohio Department of Education to elevate problem-solving, creativity, and information analytics as areas of focus for Ohio's schoolchildren. Additionally, the plan includes preparing each student with the knowledge and skills to be a lifelong learning who is actively engaged and culturally aware. The work in collaboration with the area studies centers will directly benefit teachers who are a part of our College and better enable them to meet these new goals set forth in the proposed strategic plan. Finally, the Global Teaching Seminars align with the newly released National Council for the Social Studies teacher standards. These Seminars will help prepare in-service and preservice teachers to engage learners to take action toward achieving a more inclusive and equitable society, facilitate interdisciplinary learning environments, and engage learners in disciplinary inquiry to develop literacies for civic life.

For these reasons and for the numerous opportunities for further collaboration that will certainly emerge from the seminars proposed, we enthusiastically support this Title VI grant application.

Sincerely,

Tami Augustine, Ph.D.

Clinical Assistant Professor of Social Studies and Middle Childhood Education

Director of Teacher Education

Department of Teaching and Learning, College of Education and Human Ecology

The Ohio State University

1945 N. High Street, Arps Hall

Columbus, OH 43210

augustine.19@osu.edu



January 16, 2018

Professor Gifty Ako-Adounvo
Assistant Vice Provost for Global Strategies and International Affairs
Office of International Affairs

Dear Professor Ako-Adounvo,

Your request for a Matching Graduate School Tuition and Fee Award to cover the academic general and instructional fees plus any learning technology fee and non-resident tuition in conjunction with a **Title VI DOE** grant proposal has been approved for up to 10 academic year and 2 summer tuition awards for each center that receives funding.

As you know, to be eligible for Matching Graduate School Tuition and Fee Awards for Fellows and Trainees, students must meet and maintain the following conditions:

1. Good Academic Standing. A minimum cumulative GPA of 3.0 while making reasonable progress toward the graduate degree. Masters and pre-candidacy doctoral students must register for a minimum of 12 credit hours each semester and 6 hours over the summer session when using the Graduate School's fee authorizations. Doctoral post candidacy students must enroll for a minimum of 3 credit hours each term they receive Graduate School fee authorization support.
2. Fellowship/Trainee Appointment. Students must be appointed as a regular Fellow or Trainee in the PeopleSoft system, and maintain that appointment for the entire time. Students may not be required to perform any service for the fellowship stipend beyond that normally required for coursework and/or research activities nor hold any other type of employment or appointment.

Failure to meet any of these conditions may result in the immediate cancellation of the Graduate School fee authorization. Students are responsible for the payment of fees such as COTA, recreation, student union, student activity, etc. Please make students and your HR administrator aware of these conditions.

Requests for the continuation of fee awards must be submitted on a yearly basis. A previous year's approval does not imply future approvals. Please notify the Fellowship Office if there are changes to this request by contacting Theresa Hazelwood at hazelwood.19@osu.edu or 247-7293.

Sincerely,

M. Scott Herness
Interim Dean

Cc: Eileen Kunkler, Assistant Director, Center for Slavic and East European Studies

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

Add Mandatory Budget Narrative

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To add more Budget Narrative attachments, please use the attachment buttons below.

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**The Ohio State University East Asian Studies Center
NRC Budget Request for 2018-2022**

Priority	Category and Explanation	Rate / Description	Year 1	Year 2
SALARIES				
I. Administrative Staff				
	1. EASC Senior Assistant Director for Degree Program Coordination, Course Support, FLAS Administration, Title VI Reporting	1/2 of 0.5 FTE appointment; FY Base Pay \$39,500. Salary inflation rate: 2.5%.	\$19,750	\$20,244
	2. EASC Fiscal and Program Associate	1/2 of 1.0 FTE appointment; FY Base Pay \$50,000. Salary inflation rate: 2.5%.	\$25,000	\$25,625
	3. OIA Senior Research Associate for Evaluation and Assessment	5% of 1.0 FTE appointment; FY Base Pay \$71,000. Salary inflation rate: 2.5%.	\$3,550	\$3,639
Subtotal Administrative Staff			\$48,300	\$49,508
II. Language Curriculum Development				
ABS1	1. Japanese Interpretation Course , Lecturer	Support for the offering of one semester-long course. 100% of appointment.	\$0	\$5,000
	2. Korean Language Courses, Level 5	Support for the offering of two semester-long courses in partnership with DEALL. 1/4 of appointment.	\$4,000	\$4,000
	3. Uzbek Language Course , Lecturer	10% of 0.5 FTE appointment; FY Base Pay \$18,910. Salary inflation rate: 2.0%.	\$1,891	\$1,929
Subtotal Language Curriculum Development			\$5,891	\$10,929
III. Area Studies Curriculum Development				
ABS1	1. New Course Development and Offering: "Space Programs, Policy & Commerce across EA," "The Korean War," "Art & Film in Postwar Japan," "Geography of China," "(Mis)Representations of Asia: Representing 'East' and 'West,'" " "Race and Ethnicity in Modern East Asia"	Support for the offering of semester-long courses in partnership with academic units. 1/2 of appointment.	\$8,000	\$8,000
	2. Korean eSchool Support	Partial support for Korean eSchool faculty liaison, facilitator, instructors, graders and proctors.	\$6,000	\$6,000
Subtotal Area Studies Curriculum Development			\$14,000	\$14,000
IV. Outreach				
ABS1, ABS2, CP1, CP2	1. EASC Senior Assistant Director for Outreach Administration and Public Relations	1/2 of 0.5 FTE appointment; FY Base Pay \$39,500. Salary inflation rate: 2.5%.	\$19,750	\$20,244
ABS1, ABS2, CP1, CP2	2. EASC Assistant Director of Outreach for Teacher Training, Outreach to Community Colleges and Minority-Serving Institutions, the K-12 Sector, Business, and the General Public	1/4 of 1.0 FTE appointment; FY Base Pay \$63,000. Salary inflation rate: 2.5%.	\$15,750	\$16,144

Priority	Category and Explanation	Rate / Description	Year 1	Year 2
ABS1	3. EASC Assistant Director of Academic Programming for Outreach to OSU Campus Constituencies and Other Postsecondary Institutions	1/4 of 1.0 FTE appointment; FY Base Pay \$53,000. Salary inflation rate: 2.5%.	\$13,250	\$13,581
Subtotal Outreach			\$48,750	\$49,969
TOTAL SALARIES			\$116,941	\$124,405

FRINGE BENEFITS				
	EASC Senior Assistant Director	31.6%	\$6,241	\$6,397
	EASC Fiscal and Program Associate	31.6%	\$7,900	\$8,098
	OIA Senior Research Associate	31.6%	\$1,122	\$1,150
ABS1	Japanese Interpretation Course	31.6%	\$0	\$1,580
	Korean Language Courses, Level 5	26.8%	\$1,072	\$1,072
	Uzbek Language Lecturer	26.8%	\$507	\$517
ABS1	New Course Development and Offering	26.8%	\$2,144	\$2,144
	Korean eSchool	15.7%	\$628	\$628
ABS1, ABS2, CP1, CP2	EASC Outreach Administration & Public Relations	31.6%	\$6,241	\$6,397
ABS1, ABS2, CP1, CP2	EASC Assistant Director of Outreach	31.6%	\$4,977	\$5,101
ABS1	EASC Assistant Director of Academic Programming	31.6%	\$4,187	\$4,292
TOTAL FRINGE			\$35,019	\$37,376

TRAVEL				
I. International Travel				
	1. Academic Program Specialists for Chinese and Japanese Language Instruction to EA	Partial support for travel related to professional/skill development.	\$1,000	\$1,000
Subtotal International Travel			\$1,000	\$1,000
II. Domestic Travel				
	1. Title VI project director workshop attendance	Partial support for director and senior assistant director to travel to Washington, DC.	\$3,000	\$0
	2. Center leadership travel for EASC program-building	Partial support for travel for the purposes of EASC program-building.	\$3,000	\$1,500
	3. Administrative and outreach staff conference attendance and/or professional development	Partial support for travel to workshops or conferences for the purposes of dissemination of information and/or professional development.	\$2,640	\$0
ABS1	4. Government / military recruitment at Defense Language Institute	Support for graduate program coordinator to attend annual government/military University Fair at DLI.	\$1,500	\$1,500
Subtotal Domestic Travel			\$10,140	\$3,000
TOTAL TRAVEL			\$11,140	\$4,000

Priority	Category and Explanation	Rate / Description	Year 1	Year 2
SUPPLIES AND MATERIALS				
	1. OSU Libraries: EA Acquisitions	Enhancement of access to digital resources and acquisitions of nationally and regionally significant materials.	\$8,000	\$8,000
	2. EASC Program Publicity	Publication and mailing of brochures and newsletters.	\$5,000	\$4,819
TOTAL SUPPLIES AND MATERIALS			\$13,000	\$12,819

OTHER				
I. Collaborative Activities with Community Colleges and MSIs				
CP1	1. Columbus State Community College-OSU Collaborative "When East Meets West" Conferences: Year 1 Theme: "Medical History"; Year 2 Theme: "Feudalism"; Year 3 Theme: "Global Transformation in the Twentieth Century: Russia and China"; Year 4 Theme: "Theater and Performance"	Support for travel and honoraria for EA speakers to present at CSCC-OSU conference annually as part of CSCC's College Credit Plus Program (CSCC's humanities curriculum).	\$2,200	\$2,200
CP1	2. Columbus State Community College-OSU EA Learning Modules	Support for honoraria for development of modules to be used in CSCC classes.	\$200	\$1,200
CP1	3. OSU Speaker Bureau: Speakers on EA topics for Lakeland Community College, other small colleges in Ohio, especially in the Appalachian region	Support for travel and honoraria for EA speakers to present at community colleges and other colleges in Ohio.	\$5,000	\$5,000
CP1	4. Spelman College-OSU Faculty Exchange	Support for OSU faculty and Center staff to travel to Atlanta-based HBCU for academic events, and for one Spelman faculty to travel to OSU.	\$3,000	\$3,000
Subtotal Collaborative Activities with Community Colleges and MSIs			\$10,400	\$11,400
II. Teacher Training				
ABS2, CP2	1. Intensive Global Teacher Seminars: Year 1 Theme: "Urbanization" or "Water Security"; Year 2 Theme: "Global Health & Wellness" or "Sustainability and the Environment"; Year 3 Theme: "Human Rights"; Year 4 Theme: "Democratization"	Partial support for 1-week intensive summer course for in-service teachers; organized with the College of Education and other OSU NRCs.	\$6,500	\$2,000
ABS2, CP2	2. Chinese Language Pedagogy Workshops: Core Practices	Support for honoraria for College of Education faculty to lead workshops for pre- and in-service Chinese language teachers; organized with the Ohio Association of Teachers of Chinese.	\$0	\$1,000
ABS2	3. EA Studies Teacher Seminars	Partial support for 1-week intensive summer course for in-service teachers.	\$2,000	\$2,000
ABS2	4. K-12 Global Fellowship Program	Partial support for travel and honoraria for faculty to attend and present at teacher discussion series; organized with other OSU NRCs.	\$700	\$700

Priority	Category and Explanation	Rate / Description	Year 1	Year 2	
ABS2, CP2	5. Ohio Association for Teachers of Japanese Workshops	Partial support for annual workshop for K-16 Japanese teachers.	\$1,000	\$1,000	
ABS2	6. Post-Secondary EA Training Workshops Year 1 Theme: "Classical Japanese"; Year 2 Theme: "Literary Translation"; Year 3 Theme: "EA Studies Digital Humanities"; Year 4 Theme: "Pedagogy of EA Literature"	Support for workshops to train faculty and graduate students on various themes; travel and/or honoraria for faculty leaders, guest speakers, and participants.	\$2,000	\$2,000	
Subtotal Teacher Training			\$12,200	\$8,700	
III. EA Language Instruction					
	1. Target Language Lecture Series	Support for travel and honoraria for guest speakers in target languages to promote ability to communicate effectively across cultural and linguistic boundaries.	\$500	\$500	
	2. Indiana University Summer Language Workshop / Central Asian Language Consortium Support , hosted by Indiana University	Annual support for consortium which offers Mongolian, Uzbek, and Uyghur.	\$1,000	\$1,000	
	3. Central Eurasian Studies Summer Institute Support , hosted by University of Wisconsin	Annual support for consortium which offers Kazakh, Uzbek, and Uyghur.	\$1,000	\$1,000	
Subtotal EA Language Instruction			\$2,500	\$2,500	
IV. EA Studies Promotion					
ABS1	1. East Asia Faculty-Led Conferences: Year 1 Theme: "Buckeye East Asian Linguistics Forum"; Year 1 Theme: "Central Association of Teachers of Japanese Conference"; Year 2 Theme: "Central Asian Studies Society Annual Conference"; Year 2 Theme: "Bigakko: Art and Politics in Japan, 1950-1970"; Year 2 Theme: "5th Workshop on Innovations in Cantonese Linguistics"; Year 3 Theme: "Osaka in the 20th Century"; Year 3 Theme: "Buckeye East Asian Linguistics Forum"; Year 4 Theme: "Power and Empire in East Asia"; Year 4 Theme: "Information Technologies in East Asia"	Partial support for travel, honoraria, and hosting of national conferences on various EA topics.	\$10,000	\$15,000	
ABS1	2. China Lecture Series	Partial support for guest speaker travel and honoraria for 6-12 speakers/year.	\$8,000	\$8,000	
ABS1	3. Japan Lecture Series	Partial support for guest speaker travel and honoraria for 6-12 speakers/year.	\$8,000	\$8,000	
ABS1	4. Korea Lecture Series	Partial support for guest speaker travel and honoraria for 6-12 speakers/year.	\$8,000	\$8,000	
ABS1	5. East Asia Film and Performing Arts Series	Partial support for East Asian film screenings and performances in collaboration with local arts organizations.	\$3,000	\$3,000	

Priority	Category and Explanation	Rate / Description	Year 1	Year 2
ABS1	6. Area Studies Center Conference Grant Program	Partial support for collaborative conference; organized with OIA, other OSU NRCs, and other campus units.	\$5,000	\$0
Subtotal EA Studies Promotion			\$42,000	\$42,000
V. Globally-Engaged Society				
	1. Global Scholars Diploma Program for Ohio High Schools	Partial support to send speakers on EA topics to Global Scholars Diploma students in local high schools. With Columbus Council on World Affairs.	\$1,000	\$1,000
ABS1	2. EA Business Seminars	Support for travel and honoraria for speakers on EA topics to engage with local business leaders. With Columbus Council on World Affairs.	\$2,500	\$2,500
ABS1	3. EA-Focused Professionalization Events	Support for travel and honoraria for speakers from the government, education, business, and nonprofit sectors.	\$1,000	\$1,000
	4. EA-Focused Articles in Online Magazine, <i>Origins</i>	Support for publication of EA-focused articles in Department of History's online magazine, <i>Origins</i> .	\$500	\$500
	5. East Asia Culture Workshops	Partial support for 4 cultural workshops per year conducted by faculty or faculty-trained graduate students at schools, community events, and festivals.	\$800	\$800
Subtotal Globally-Engaged Society			\$5,800	\$5,800
VI. Program Evaluation				
	1. Data collection for evaluation purposes	Support for assistant/software to collect data.	\$1,000	\$1,000
	2. Dissemination of program evaluation results at national conference	Support for presentation of results of NRC evaluation efforts at national conference.	\$0	\$0
Subtotal Program Evaluation			\$1,000	\$1,000
TOTAL OTHER			\$73,900	\$71,400
TOTAL COST			\$250,000	\$250,000
Indirect Cost (8%)			\$20,000	\$20,000
TOTAL COST WITH INDIRECTS			\$270,000	\$270,000

**The Ohio State University East Asian Studies Center
FLAS Budget Request for 2018-2022**

Category	Requested Support	Year 1	Year 2	Year 3
ACADEMIC YEAR FELLOWSHIPS				
Graduate Academic Year Fellowships				
Institutional Payment (\$18,000 each)	8 fellowships	\$144,000	\$144,000	
Subsistence Allowance (\$15,000 each)	8 fellowships	\$120,000	\$120,000	
Subtotal Graduate Academic Year FLAS Fellowships		\$264,000	\$264,000	
Undergraduate Academic Year Fellowships				
Institutional Payment (\$10,000 each)	2 fellowships	\$20,000	\$20,000	
Subsistence Allowance (\$5,000 each)	2 fellowships	\$10,000	\$10,000	
Subtotal Undergraduate Academic Year FLAS Fellowships		\$30,000	\$30,000	
ACADEMIC YEAR SUBTOTAL		\$294,000	\$294,000	
SUMMER FELLOWSHIPS				
Graduate Summer Fellowships				
Institutional Payment (\$5,000 each)	6 fellowships	\$30,000	\$30,000	
Subsistence Allowance (\$2,500 each)	6 fellowships	\$15,000	\$15,000	
Subtotal Graduate Summer FLAS Fellowships		\$45,000	\$45,000	
Undergraduate Summer Fellowships				
Institutional Payment (\$5,000 each)	1 fellowship	\$5,000	\$5,000	
Subsistence Allowance (\$2,500 each)	1 fellowship	\$2,500	\$2,500	
Subtotal Undergraduate Summer FLAS Fellowships		\$7,500	\$7,500	
SUMMER FLAS SUBTOTAL		\$52,500	\$52,500	
TOTAL FLAS FELLOWSHIP SUPPORT REQUEST		\$346,500	\$346,500	